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U. S. DEPARTMENT OF LABOR
W. B. WILSON, Secretary
U. S. BUREAU OF NATURALIZATION
RICHARD K. CAMPBELL, Commissioner

WORK *of the* PUBLIC SCHOOLS

WITH THE

DIVISION OF CITIZENSHIP TRAINING

FIFTH YEAR ANNUAL REPORT

OF

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DIRECTOR OF CITIZENSHIP
DIVISION OF CITIZENSHIP TRAINING

WASHINGTON
GOVERNMENT PRINTING OFFICE
1921

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WORK OF THE PUBLIC SCHOOLS WITH THE DIVISION OF CITIZENSHIP TRAINING—FIFTH YEAR.

REPORT OF DIVISION OF CITIZENSHIP TRAINING.

To the Commissioner of Naturalization:

SIR: The year just ended has been the most encouraging of all the past years to those engaged in the citizenship education work which the department is carrying on through this division. As with all large undertakings, there have been periods when the administrative machinery has not revolved as expeditiously as those most enthusiastic in the work had hoped, but the year in review has been the year of greatest progress.

It should be recognized that the public schools of certain cities have been endeavoring to teach the adult, native and foreign born, for many years, in some places, notably in New York City, for over a third of a century. That great pioneer in the wider use of the schoolhouses, Dr. Henry M. Leipziger, in the late seventies undertook the broadening of the public schools of that city beyond their narrow and cabined usage, and succeeded, as early as 1878, in securing authority for the use of certain public schools of that city for the purpose of conducting lecture courses for adults.

Similar beginnings elsewhere mark the early days of the present nation-wide citizenship training undertaking, the active Federal participation in which began on May 10, 1915, at the reception given to the "four thousand newly made citizens" by the city of Philadelphia in conjunction with the National Government represented by the President of the United States, the Secretary of Labor, and officials of this bureau. Prior to that time such efforts were unknown outside of the communities in which they flourished, and were unrelated. Since that date these efforts have become correlated through the medium of a common national purpose.

Within two weeks after the date referred to the Committee for Immigrants in America had met and issued an appeal based upon the words of the President uttered at Philadelphia, for the Nation to recognize that great need—the induction into fully qualified citizenship of the foreigners of this country—by a movement which then was, and still is, known as Americanization. Americanization has been the keynote of all great meetings of educators, whether of a local or a national character, since that time. The National and many State legislatures have passed Americanization laws and the public has become imbued with the Americanization thought, not only in its relation to the foreign born but to the native citizenry as well.

The national movement, which had been under way in this bureau for over a year prior to the Philadelphia reception referred to, has been quietly gathering impetus throughout the Nation, and the past year has witnessed the greatest accomplishments. State legislatures have made specific laws and appropriations for teaching American citizenship ideals in the public schools.

The influence of the Federal Government, speaking through this division, has been to accomplish the organization of classes distinctly for adults, although the appeal has been for the organization of classes for the foreign born and for those who are candidates for citizenship through the operation of the naturalization law. Since this field brings the Federal Government into contact with approximately a million and a quarter seekers after American citizenship annually, with the number constantly increasing, it is seen that the organization of classes for this goodly number means to provide facilities and machinery for the millions of unschooled adults, whether they be candidates for citizenship, noncandidates, or citizens of the United States.

As a consequence of this there are 3,043 communities whose public-school authorities are cooperating with the Federal Government to the end that adult American men and women may gain the equipment for life which our institutions and Government intended them to have, but which circumstances in their boyhood and girlhood denied them.

PRACTICAL PROGRAM.

Educators throughout the country are welcoming the support given to their profession by the practical plan offered through cooperation with this division. To the school official wishing to undertake adult alien instruction the division sends the names and addresses of candidates for naturalization and their wives, at the same time sending letters inviting these prospective citizens to attend the classes. These letters have heretofore been forwarded through the mail, but during this year the method of effecting direct delivery through the Boy Scouts of America was initiated with highly gratifying results. Announcement posters are available to assist in publicity. Student's textbooks and teacher's manuals, embodying a standard course in citizenship training, are furnished for those who are candidates for citizenship. Certificates recognizing the cooperation of the school, the progress of the student, and the completion of the course are available from the department to encourage and stimulate both workers and students. Various aids are prepared to meet specific difficulties.

It is a practical program, and as such is appealing more and more to the progressive Americanizing agencies of the country, which are agreed that the public school is the medium for the education of all adults, whether of foreign or native birth and not alone for those who desire to acquire citizenship through due process of law. The correspondence of the division indicates a nation-wide appreciation of the assistance offered States and municipalities and of the definiteness of the plan.

COOPERATION OF THE BOY SCOUTS OF AMERICA.

Efforts have been made to reach the foreign-born resident through every possible channel. Letters of invitation to attend the citizenship classes were mailed to declarants and petitioners, but in a large number of instances the postal authorities found difficulty in accomplishing delivery, as the aliens had moved from the place of residence shown in the naturalization papers, and many letters were returned undelivered. Hence the mail did not thoroughly answer the purpose, although in most instances it proved to be effective. Public-school

teachers and pupils were enlisted, and racial organizations were induced to undertake the work of acquainting the foreign-born with the opportunities that were offered them. This has worked out admirably in a great many cases, but racial organizations do not exist in all localities, nor do all nationalities identify themselves through organizations.

Late in 1919 the National Council of the Boy Scouts of America was requested to give aid, and it pledged 100 per cent cooperation. Since the beginning of January of this year the members of that organization have been enthusiastically assisting the Government and the public schools in promoting citizenship training. The Scouts have actively participated in 40 States, Alaska, and the District of Columbia.

The avenues through which this band of youths can work in expressing the spirit of America are innumerable, but their activities up to the present time have been confined to carrying in person the message of invitation of the Government to the foreign born to attend the citizenship classes and in assisting at public ceremonies held for the purpose of expressing publicly the interest in American ideals.

The cards of invitation are addressed in the division and sent in bulk to the respective superintendents of schools, who in turn deliver them to the local scout officials for distribution. On the reverse of the invitation, in spaces provided therefor, the Boy Scout fills in the location of the nearest citizenship class and the hours at which instruction is given. On a separate card he fills in the name and address of the candidate visited, the name of the scout making the delivery, and his troop number. These scout cards are returned, through the scout official, to the superintendent of schools, for his information. It is not unusual, particularly in the smaller centers, to find the superintendent of schools acting also as scout official—a combination which insures the fullest cooperation.

At public ceremonies held jointly by the school officials, the clerks of courts, and others for the purpose of presenting the certificates of naturalization and the certificates of graduation from the public-school citizenship classes, the Boy Scouts are acting as ushers, furnishing instrumental music, and leading in repeating the oath of allegiance to the flag.

As indicative of the measure of success attained by the Boy Scouts in their efforts to reach prospective American citizens, the following excerpts from letters may be quoted:

In answer to your letter of April 27, I would state that the boys delivered over 90 per cent of the invitations we received; there were, however, some who could not be located, having left the city. I am pleased to be able to report that the boys had wonderful success in that the majority were induced to attend some school or class.—(F. Bryant Gale, Scout Executive, Bayonne, N. J.)

The educational record cards and addressed cards of invitation covering recent naturalization filings in our locality have been received at the Fresno Night School, and we have cooperated in each instance, when the cards have been received, with the local Boy Scout officers. These cards have brought very fine results in that about 75 per cent of the people interviewed are now attending night school classes. We are convinced that the movement for Boy Scout cooperation in the training for citizenship is bound to be universally successful.—(F. D. Sutton, principal, Fresno Evening High School, Fresno, Calif.)

The above are typical of a great number of letters received in the Division of Citizenship Training from both school and scout officials.

It is contemplated that eventually the activities of the Boy Scouts shall extend beyond the methods of cooperation outlined above. In promoting the American spirit in industry, the Boy Scouts are admirably fitted to participate in factory noonday meetings which can be made both interesting and instructive. First-aid or fire-drill demonstrations can be given by them to secure the attention of the employees, and these can be followed by a short talk by a member of some other cooperating agency, pointing out the advantages to be derived from attending the citizenship classes. The meetings can be closed by the Boy Scout musical organization, rendering patriotic selections.

The number of Boy Scout invitations sent for personal delivery to candidates for citizenship was 44,489, in 338 communities.

When the youth of America have had their Americanism, their sense of fair play, appealed to they have never failed to come forward in any emergency worthy of sons of their country. Into this duty which their constituted officers have placed upon them the Boy Scouts have cheerfully, eagerly, and enthusiastically entered. They have approached the stranger not with the sense of prejudice inspired by their strangeness of tongue, and with the too ready appellation "wop," "guinea," "kike," and the like. On the contrary, they have met these coming Americans as guests, who, though strange, are nevertheless entitled to the courtesies usual to guests. It has brought them together under conditions which have precluded unpleasantness and which have given a setting for future contacts of a helpful character.

The number of invitations sent for personal delivery by Boy Scouts from January 6 to June 30, 1920, by States and Territories, is as follows: Alabama, 53; Alaska, 19; Arizona, 66; California, 2,603; Colorado, 602; Connecticut, 1,224; District of Columbia, 543; Georgia, 128; Illinois, 1,420; Indiana, 1,081; Iowa, 275; Kansas, 217; Kentucky, 168; Maine, 88; Maryland, 1,061; Massachusetts, 3,694; Michigan, 6,257; Minnesota, 4,285; Missouri, 6; Montana, 238; Nebraska, 712; New Hampshire, 23; New Jersey, 5,457; New Mexico, 21; New York, 2,510; North Carolina, 4; North Dakota, 46; Ohio, 2,417; Oklahoma, 23; Oregon, 70; Pennsylvania, 2,452; Rhode Island, 1,003; South Carolina, 71; South Dakota, 97; Texas, 472; Utah, 15; Vermont, 59; Virginia, 103; Washington, 1,266; West Virginia, 216; Wisconsin, 3,346; Wyoming, 69. Total, 44,489.

A new chapter in citizenship instruction was added during the year, consisting of a study in national government through pilgrimages to the Nation's Capital. The first of these pilgrimages was made by the Americanization classes of the public schools of Bayonne, N. J., under Supervisor Edward Berman. These studies will consist of visiting each House of Congress in session, visits to the public buildings of Washington City and witnessing the various Government departments in the discharge of their duties, sight-seeing trips to Mount Vernon and Arlington, a bird's eye view of the city from the Washington Monument, and special entertainments. Arrangements have been made with the State Department to view the originals of the Declaration of Independence, the Constitution, the Articles of Confederation, the Emancipation Proclamation, the

definitive treaty of independence, and other sacred documents of the Nation. In several cities the citizenship classes are preparing pilgrimages to Washington during the coming school year.

WITH THE INDUSTRIES.

With the development of Americanization activities it has been more and more discerned that the place of employment offers the best opportunity for the foreign born to learn things American. This is also true as to the number who can be reached by those influences which are established for public education, since by far the greater number of them have found employment in the industries. Therefore, by obtaining the cooperation of the employers it is becoming daily less difficult to reach personally many of foreign birth. Approximately 800,000 cards were sent to the industries of the country in compliance with their requests to enable them to ascertain the mind of their foreign born toward citizenship. About 8,000 concerns were communicated with, and in practically every instance in accordance with the recommendation of the division, a competent employee was designated to assist the foreign-born employees in their desire to become American citizens and to impress upon them the duty and advantage of becoming thoroughly conversant with the naturalization procedure, our language, and the responsibilities which American citizenship would impose upon them. The experience of the division indicates that when the proper spirit of confidence has been established, the employees voluntarily approach the representative of the company and seek advice and assistance not only upon the subject of American citizenship but also upon many questions concerning their personal affairs. In many instances misunderstandings which naturally arise between the employer and the employed are amicably disposed of and the loss of a job to the latter and of an employee to the former is avoided.

It is obvious that the value to the company of the services of such a representative is greatly enhanced, as his activities lower labor turnover, one of the greatest problems with which the industrial world is confronted at the present time.

Thousands of foreigners who for years have desired to apply for citizenship have been deterred through fears of exploitation aroused by unfortunate experiences of their friends. The selection of some person in the place of employment whose services are without cost and whose advice may be depended upon has encouraged many of these to take the step.

With the preliminary naturalization forms on hand in the factories, the saving of the time of the employee has been great. Formerly candidates were obliged to proceed to the office of the clerk of court and there fill out the forms. In many instances they could not recall certain dates or other information which was required to be shown, and had to consult data at home, which necessitated another journey to the office of the clerk of court, resulting in a loss of time and money. Under the present method, when the applicant arrives at the office of the clerk of court the necessary data are immediately available and the naturalization papers may be issued without delay.

After the primary step, the employees are urged to enroll as students in one of the citizenship classes maintained by the public-school authorities, in cooperation with the Division of Citizenship Training. The Standard Course in Citizenship Instruction, prepared by the Federal Government, is used in these classes and the certificate of graduation which is awarded to each student who successfully completes the course is accepted by the courts generally as prima facie evidence of the applicant's qualifications to be admitted a citizen of the United States. The results from this effort to increase the attendance upon the classes and to prepare candidates for citizenship for the responsibilities they must assume after admission to the body politic of the country have been most gratifying.

Almost unlimited space would be needed to set forth the thousands of reports of the success of industrial employers in their patriotic cooperation with the division. They show constant increases in their successes with the foreign-born employees and breathe a faith in the ultimate and quite speedy equipment of all adult illiterates—native and foreign born—with information as to social, economic, and political problems that will take them out of the sphere of influence unfriendly to the principles of our republican form of government. As a general proposition it can be said that, with but few exceptions, industry recognizes the public schools as the responsible local civic authority over these enterprises and works in cooperation with them. Teachers are generally obtained from and paid by the public schools, although in many instances all equipment, books, charts, and other paraphernalia are paid for by the industrial concerns.

The industries reporting to and consulting with the division are to be found in every State of the Union and in Alaska, and they represent the entire industrial field of America.

At the National Conference on Americanization in Industries held at Boston, Mass., June 22, 23, and 24, 1919, the position of industry in this field was clearly made known in the following resolutions adopted by that body:

We, the representatives of the educational forces of industry, recognize that industry has a definite part with the other forces of the community in initiating and organizing Americanization work: Therefore be it

Resolved, That instruction in English for non-English-speaking people should be carried on in cooperation with the public educational forces, provided those forces are prepared and will assume the responsibility. We pledge our aid in our respective communities to bring about this cooperation.

Resolved, That non-English-speaking employees attending English classes in industry should attend such classes voluntarily, on their own time, and without compensation.

Resolved, That every industry employing non-English-speaking people should formulate a definite policy regarding Americanization work, and that such work can best be done when a responsible person is charged with its direction.

Resolved, That we, as a representative group of industries, unanimously disapprove making naturalization a condition of employment, and recommend that every community establish at least one school for citizenship.

OBSTACLES EXPERIENCED IN INDUSTRY.

There are a great many obstacles in the path of the better citizenship movement which are natural to industry. These may probably all be summed up in the crying necessity for production.

This necessity will undoubtedly result in the creation of more highly perfected methods to accomplish the necessary volume of manufacture and at the same time lessen the prorated per capita expense in proportion to the individual employee, for such has been the experience in the industrial world in the past. With the simplification of processes of production will come a readjustment of manufacture along lines that will reckon with the increased intelligence on the part of the laborer. Adjustments now impossible of accomplishment will be made which will be in greater recognition of the direct relationship of the higher intellectual average among the rank and file in industry. Out of these readjustments will come a closer and more intimate understanding and appreciation of what is now termed Americanization work on the part of both the employer and the employee.

Disturbances of the citizenship classes now result from the shifting of the hours of the workers. Those who have adjusted themselves to the class hours that occur immediately after the close of the day shift find it difficult to readjust themselves to attend the classes set for the morning hour. In plants distributed over an extended area, shifting of employees from one part of the plant to another often raises the obstacles of distance and prevents their attendance. Many have overcome this, however, although it has entailed miles of walking. Few such industrial concerns have a sufficient number of classes distributed throughout their works to admit of attendance upon classes in the immediate neighborhood of employment.

Overtime work is another normal and natural obstacle, for however great may be the desire on the part of the employee to attend the classes, the opportunity to add to his compensation is one that is difficult to forego.

In many plants the indisposition of the foreman to give favorable regard to the educational advancement of the laborer whom he supervises is probably a greater difficulty than many others. A higher standard of intelligence exists in the rank and file of labor to-day than ever before, and such intelligence is amenable more and more to the sympathetic and intelligent relationship of authority and less and less to the mandatory. In large concerns where the welfare of the employees is the immediate concern of the employer, where the employer is accessible to the employee, this fact has been repeatedly demonstrated. The foreman of the old school believes in the mandate form rather than the conciliatory or reasonable and reasoning form of supervision. He therefore feels that with the increase in the understanding and intelligence of his subordinates will come the waning of his authority, hence expressions of disfavor are the order with probably the average foreman. Reports show that much of the effort of the leaders in industry toward the increase of American ideals is often negatived by the unsympathetic attitude of the foremen.

The tendency of fellow-employees to ridicule their fellow-workers for "going to school" is one of the forces against which those who earnestly and intelligently desire to better themselves must contend. Much of this ridicule is inspired through fear that the fellow-worker attending the citizenship classes will outstrip those who do not do so.

Lack of coordination of forces of industry with this educational movement which the leaders in industry themselves support directly

and far-sightedly is being perceived and steps taken to bring about within factories a better working organization.

COOPERATION IN CENSUS.

Heretofore no census of alien-born persons under 21 years has been taken, but at the instance of this office the Director of the Census caused the schedules for the Fourteenth Census to be modified so as to set forth all alien declarants and all citizens of foreign birth, instead of only those 21 years and over, thereby enumerating the foreign born as aliens, declarants, and citizens. The result of this will be complete statistics for the first time in the history of the country showing the aliens, both minors and adults; declarants, both minors and adults, since aliens declare their intention in large numbers after 18 and before 21 years; and citizens, both minors and adults, as well as those becoming citizens by direct naturalization and those by derivation. Such information will be of incalculable value toward learning the exact problem and its solution.

In further cooperation in the census taking, 20,000 letters were sent to the public-school teachers conducting the citizenship classes, and 300,000 circulars were distributed to the foreign born by which the taking of the census was made known and steps taken to allay any suspicions of the nature of the census. The questionnaire in the schedule was explained to hundreds of thousands of foreign born through the medium of the circulars distributed and the public-school teachers of the citizenship classes, who were urged to devote sufficient time in their classes during the month of December preceding the census taking to inform their students of this work of the Government. The students were also called upon to explain to their friends the forthcoming census, and all were informed of the identification which the census taker could be called upon to furnish. This latter was done in order to prevent imposters from securing entrance to the homes of the foreign born under the guise of census enumerators.

RESULTS GRAPHICALLY SHOWN.

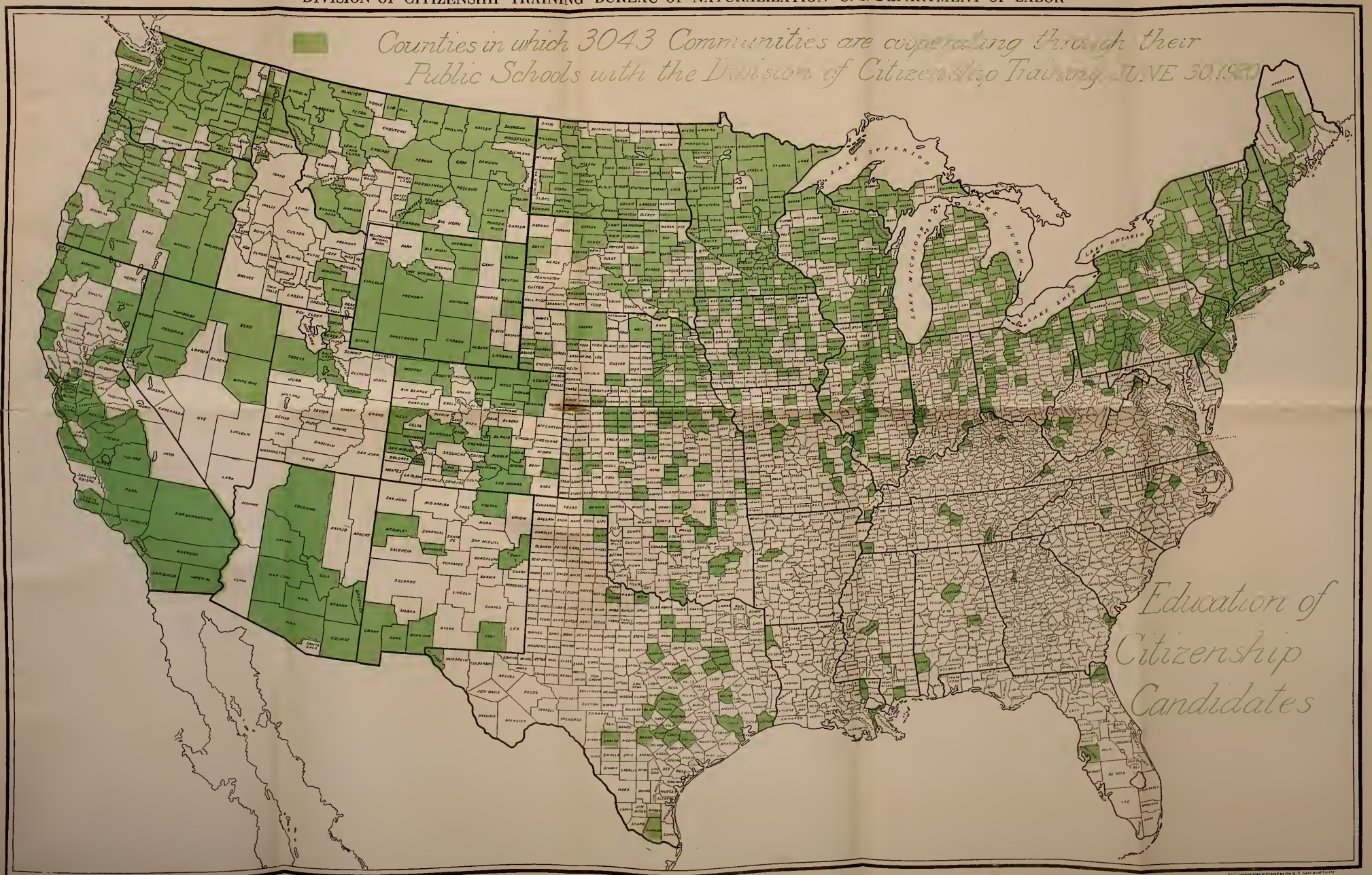
The report of the preceding year contained a map entitled "Education of citizenship candidates, counties in which 2,240 communities are cooperating through their public schools with the Division of Citizenship Training." The counties thus described as cooperating were shown in blue, while other counties where the work was being initiated were indicated by red.

During the year just past great strides have been made, as shown by the map given as a part of this report. In all the counties colored green public-school-supervised work for foreign-born candidates for citizenship is actually being carried on in some form, either the actual classes established, preparations made to introduce the work through ordering supplies, or expressed willingness to give instruction of this kind when the need arises. In some counties the work is being done in many communities, and in large cities there are classes enrolling thousands of candidates.

A comparison of these maps is most interesting and significant. Last year 689 counties contained communities carrying on this work. This year there are 845, an increase of over 22 per cent. Of those cooperating this year, 89 were last year only intending to begin, as

From outline map published by the U. S. Geological Survey.

DIVISION OF CITIZENSHIP TRAINING—BUREAU OF NATURALIZATION—U. S. DEPARTMENT OF LABOR



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shown on the map by red. Those which have not done so are in most cases counties where there are no foreigners or where conditions have changed since the report was made.

Two hundred and fifty of these counties have for the first time engaged in this work. The leaven is working, and at this rate the whole loaf will soon be leavened. Over 500 counties have renewed their cooperation with this division, in most cases counties where this work has been carried on continuously since its need was brought before them, and with increasing success.

A study of individual States is enlightening. Of the 86 counties in Minnesota, 74 contain communities engaged in this work, 33 of these counties for the first time, no doubt as a result of the very workable plan inaugurated this year, which is described in that part of the report relating solely to rural work. Iowa, Kansas, Michigan, Montana, Nebraska, North Dakota, Oregon, South Dakota, Tennessee, and Washington also show large gains in counties newly engaged in this work. Since all of these States have a definite Americanization problem, these gains are most encouraging. South Dakota should be especially noted, since from 10 counties last year the work has spread to 32 this year, the majority interested for the first time.

Last year only two counties in Nevada had attempted to do anything for their foreign-born inhabitants; to-day the entire northwestern and northeastern sections have awakened to their responsibility in this direction.

Those interested in the problem of Americanization will find that the map repays careful study.

TABLE A.—*Statement by months showing the number of cities, towns, and rural communities cooperating directly or indirectly with the division in its educational work.*

Date.	Growth, by months, of places cooperating.			
	Directly.	Indirectly.	Total.	Total monthly additions.
July 31, 1919	8	7	15	15
Aug. 31, 1919	10	7	17	2
Sept. 30, 1919	167	137	304	287
Oct. 31, 1919	500	380	880	576
Nov. 30, 1919	739	520	1,259	379
Dec. 31, 1919	992	765	1,757	498
Jan. 31, 1920	1,260	920	2,180	423
Feb. 29, 1920	1,371	1,039	2,410	230
Mar. 31, 1920	1,486	1,135	2,615	205
Apr. 30, 1920	1,583	1,144	2,727	112
May 31, 1920	1,629	1,149	2,778	51
June 30, 1920	1,848	1,195	3,043	265

NOTE.—The foregoing table represents actual cooperation, as heretofore explained, received from 3,043 communities during the fiscal year 1920. The previous year's report of 2,240 communities included all those which had before that time joined in this work, as well as those cooperating during the fiscal year 1919.

Table A indicates the growth by months in the number of cities, towns, and rural communities cooperating directly or indirectly in their educational work with the adult foreign-born men and women. The first column includes all communities that cooperated as units directly with this division in their Americanization activities.

The second column includes those smaller districts which were unable to work independently but supported Americanization

activities in near-by cities and towns, sending their candidates for naturalization to the citizenship classes of the latter places.

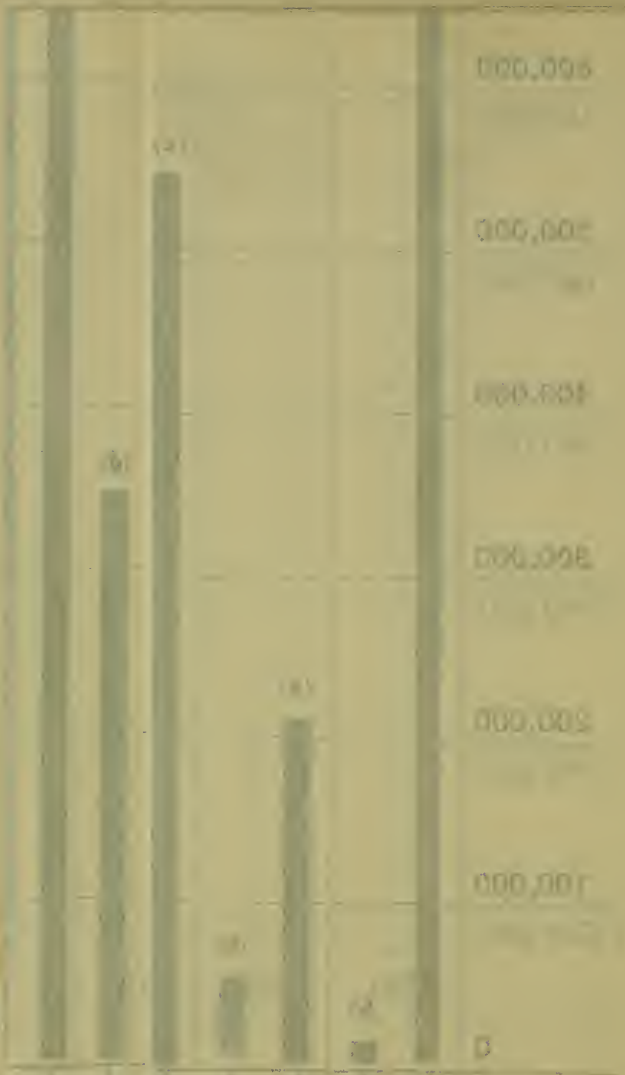
The third column is a total of the first and second columns, showing the actual growth, by months, in the number of communities cooperating directly and indirectly, with a final total on June 30 of 3,043 communities in which Americanization activities were assured during the fiscal year 1920.

The last column indicates the number of communities added each month, which totaled 3,043. It is interesting to note that October is the banner month.

TABLE B.—*Number of cooperating community school organizations, by counties and States, and cooperating county school organizations associated with the Division of Citizenship Training fiscal year 1920.*

State.	Communities cooperating.			Counties cooperating (total).	Counties cooperating as units.
	New.	Renewed.	Total.		
Alabama	47	6	53	3	1
Alaska	11	1	12	.....	.....
Arizona	19	10	29	9	2
Arkansas	4	.....	4	1	.....
California	90	95	185	32	10
Colorado	40	51	91	27	2
Connecticut	61	80	141	8	.....
Delaware	1	1	2	1	.....
District of Columbia	.....	2	2	.....	.....
Florida	.....	5	5	2	.....
Georgia	.....	2	2	2	.....
Idaho	9	3	12	8	1
Illinois	29	51	80	30	5
Indiana	8	27	35	17	.....
Iowa	40	31	71	45	16
Kansas	27	11	38	25	14
Kentucky	4	1	5	4	.....
Louisiana	1	15	16	4	.....
Maine	5	13	18	8	.....
Maryland	5	18	23	2	.....
Massachusetts	51	142	193	13	.....
Michigan	63	111	174	44	12
Minnesota	99	130	229	74	61
Mississippi	5	1	6	3	1
Missouri	15	8	23	18	3
Montana	86	17	103	32	23
Nebraska	46	18	64	37	27
Nevada	10	2	12	8	1
New Hampshire	11	26	37	7	.....
New Jersey	53	77	130	16	1
New Mexico	13	5	18	9	2
New York	56	127	183	46	.....
North Carolina	2	2	4	3	.....
North Dakota	78	18	96	39	14
Ohio	36	52	88	28	.....
Oklahoma	12	11	23	13	3
Oregon	26	9	35	22	18
Pennsylvania	111	108	219	37	3
Rhode Island	7	11	18	3	.....
South Carolina	20	2	22	2	.....
South Dakota	49	9	58	32	17
Tennessee	2	2	4	4	.....
Texas	20	13	33	25	6
Utah	24	7	31	6	.....
Vermont	10	3	13	7	.....
Virginia	5	7	12	5	.....
Washington	132	62	194	29	17
West Virginia	4	17	21	7	.....
Wisconsin	66	71	137	43	8
Wyoming	17	22	39	15	3
Total	1,530	1,513	3,043	855	271

Table B represents the number of cooperating community school organizations, as well as cooperating county school organizations associated with the Division of Citizenship Training during the fiscal year 1920.



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Column three, which represents the total number of new communities (those enlisting in the work for the first time), and renewed communities (those which had joined in the work in previous years and renewed their activities for 1919–20), gives a grand total of 3,043 communities actively cooperating in Americanization work. Minnesota with a total of 229 communities and Pennsylvania with only 10 less make an exceptionally good showing. Washington, Massachusetts, California, and New York, however, have nearly as many active communities.

Column four shows the number of counties represented by the total number of new and renewed communities.

The last column includes those counties in which the head of the county school organization pledged support in the work.

TABLE C.—*Showing in first and second columns partial reports from 1,295 communities of the number of classes and total enrollment, and in remaining columns names furnished and blank supplies furnished to the total number of cooperating communities as enumerated in last column.*

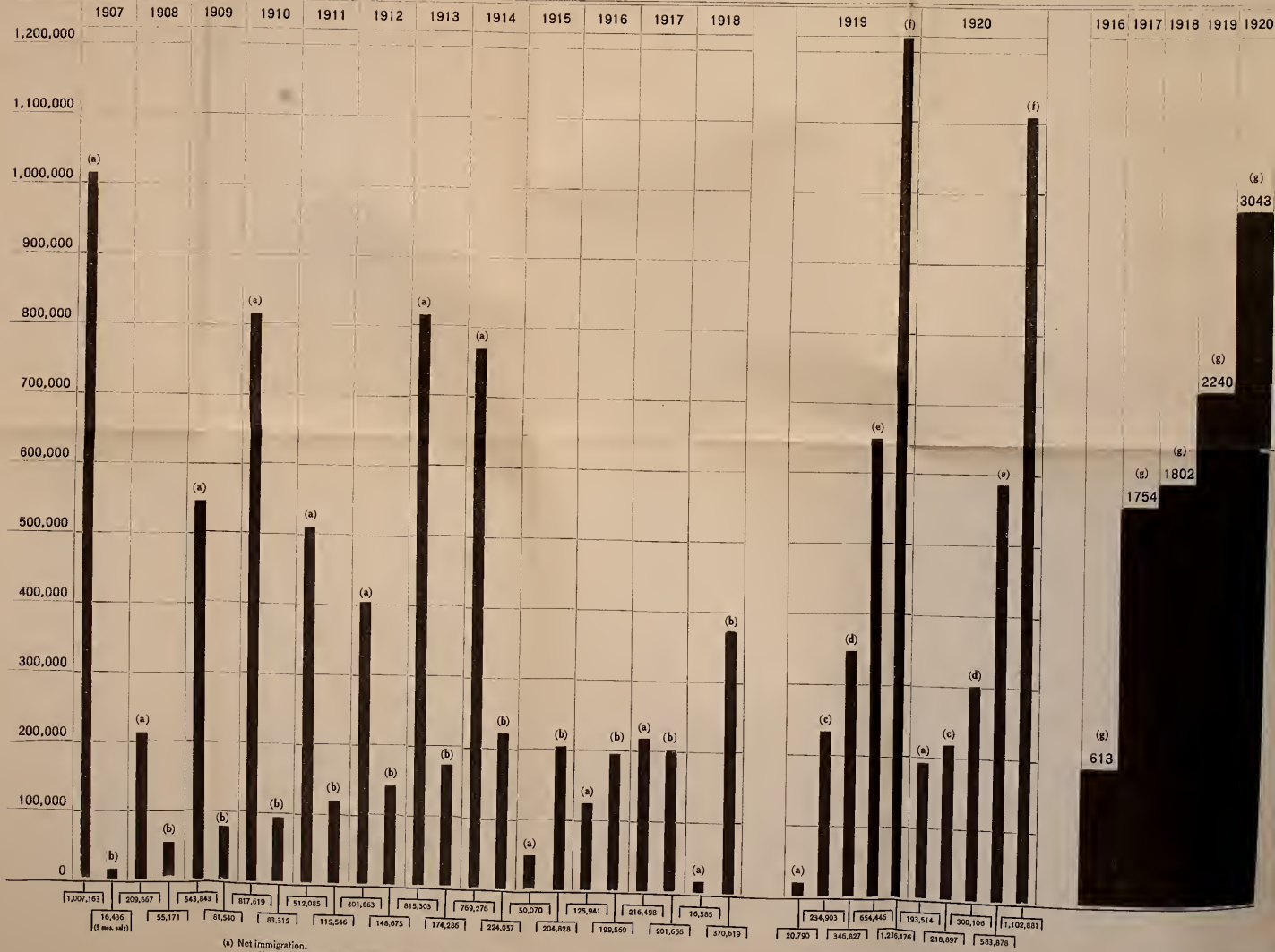
State.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.		Communities cooperating (total).
			Candidates.	Candidates' wives.	Cards.	Letters.	
Alabama			480	315			53
Alaska	20	324	28	3	500		12
Arizona	26	824	254	87	833		29
Arkansas							4
California	143	7,675	3,663	1,700	1,197	1,743	185
Colorado	49	1,507	1,051	484	745		91
Connecticut	155	3,377	3,592	1,928	955	50	141
Delaware							2
District of Columbia	24	791	391	164	675		2
Florida	5	311	82	31			5
Georgia	1	7	240	81			2
Idaho	3	27	37	17			12
Illinois	101	1,925	15,571	7,056	3,090	6,000	80
Indiana	22	1,747	2,469	1,193	114		35
Iowa	18	338	581	456	194		71
Kansas	8	3,221	336	188	275		38
Kentucky	1	10	166	96	50		5
Louisiana	2	26					16
Maine	2	471	258	109			18
Maryland	7	254	2,236	952	168		23
Massachusetts	315	7,737	7,681	3,921	2,725		193
Michigan	152	4,538	11,458	4,626	145		174
Minnesota	594	7,621	5,648	2,500	863		229
Mississippi							6
Missouri	25	630	21	9			23
Montana	28	378	687	311	43		103
Nebraska	55	2,188	807	364	310		64
Nevada	10	190	11	3	30		12
New Hampshire	107	2,193	186	94	84		37
New Jersey	140	4,106	12,907	7,677	512		130
New Mexico	8	112	24	10			18
New York	1,184	46,752	34,384	16,666	4,199		183
North Carolina							4
North Dakota	83	522	135	42	435		96
Ohio	213	7,185	4,053	5,222	3,232	60	88
Oklahoma	8	46	46	28			23
Oregon	18	404	855	468	240		35
Pennsylvania	312	11,556	9,812	5,754	4,157	1,550	219
Rhode Island	35	2,367	1,101	549	200		18
South Carolina	1	27	196	50	27		22
South Dakota	41	609	197	93	20		58
Tennessee							4
Texas	38	1,156	626	305			33
Utah	52	908	348	148			31
Vermont	2	51	54	23	35		13
Virginia	5	112	659	117	850		12
Washington	113	3,264	5,045	1,884	1,132		194
West Virginia	1	10	224	120			21
Wisconsin	95	2,083	4,991	4,213	1,076	680	137
Wyoming	19	362	183	62	133		39
Total	4,241	129,942	133,774	70,119	29,244	10,083	3,043

NOTE.—Only partial reports as to number of classes and total enrollment are due to the fact that from some States no statistics were received in answer to the questionnaires sent out.

DIVISION OF CITIZENSHIP TRAINING—BUREAU OF NATURALIZATION—U. S. DEPARTMENT OF LABOR

Field of Federal Promotion of Public Schools in Citizenship Education through the Division of Citizenship Training, Showing the Number of Foreign Born Applying for Citizenship through the Bureau of Naturalization Compared with Net Immigration; and the Number of Communities in which such Educational Promotion is Under Way.

Years indicated are fiscal years ended June 30.



(a) Net immigration.

Net immigration represents the additions to the foreign-born population after deducting the outgoing and nonimmigrant incoming aliens from the total incoming immigration.

(b) Petitioners, wives, and foreign-born minor children—1907–1918.

(c) Petitioners.

(d) Declarants.

(e) Wives and foreign-born minor children of both petitioners and declarants.

Years of experience and counts repeatedly made show that the petitioner's naturalization confers citizenship upon 1.125 additional persons of foreign birth (wives and minor children).

(f) Petitioners, wives, and foreign-born minor childen, and declarants, wives, and foreign-born minor children—1919–1920.

(g) Number of communities cooperating in such Citizenship Educa of the foreign born.

23694—21. (To face page 13.)

From Table C it will be noted that during the fiscal year 1920 partial reports received from 1,293 of the 3,043 communities in all parts of the United States indicate 4,241 citizenship classes actually established, with an enrollment of 129,942 students. To hundreds of schools in communities where there has been active cooperation, a total number of 133,774 names of candidates for naturalization and 70,119 names of the candidates' wives have been sent. Invitations from the division to go to the public schools were also sent to them.

A total number of 29,244 blank educational cards for enrolling candidates in the classes and 10,083 letters of invitation have been sent to many cooperating communities.

The last column of this table shows a total of 3,043 cities, towns, and rural communities where cooperation with the division in Americanization activities was assured.

TABLE D.—*The following two statements give a complete list, by States and cities or towns, of the communities cooperating through their public schools with the Division of Citizenship Training, during the fiscal year ended June 30, 1920.*

STATEMENT 1—Cooperating communities where statistics are available showing the number and enrollment of established classes, number of names of candidates and candidates' wives furnished thereto, and number of blank forms supplied.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Alabama.						
Birmingham (including Ensley, Pratt City, Wylam)			477	313		
Boyles			1	1		
Cardiff			1	1		
Fairfield			1			
Total			480	315		
Arizona.						
Bisbee (including Don Luis, Lowell, Warren)			51	19	675	
Clifton	2	36	26	10		
Douglas (including Boneyville, C. & A. addition, Pirtleville, Railroad addition, Sunnyside Addition)	8	344	34	12		
Globe			26	10		
Humboldt	1	7				
Jerome (including Hopewell)	3	200	28	7		
Miami (including Lower Miami)	1	12	65	25	3	
Peoria	2	24				
Phoenix			24	4		
Prescott					25	
Sonora	8	200			130	
Stoddard	1	1				
Total	26	824	254	87	833	
Alaska.						
Anchorage			23	3	100	
Eska	1	27				
Fairbanks	1	22	2			
Juneau	2	15			400	
Kennecott	12	149				
Ketchikan	1	2				
Latouche	1	51				
Nenana	1	25				
Petersburg	1	21				
Wrangell		12	3			
Total	20	324	28	3	500	

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
California.						
Alameda	5	136	36	22	.....	.....
Alhambra	.....	.....	4	3	.....	.....
Antioch (including Pittsburg)	8	230	8	1	.....	.....
Arcata	2	19	6	5	30	.....
Azusa	3	56	.....	.....	.....	.....
Bakersfield	4	96	.....	.....	.....	.....
Berkeley (including Albany, Emeryville)	7	408	63	33	.....	.....
Colma	.....	.....	11	8	.....	.....
Colton	3	58	.....	.....	.....	.....
Crockett	4	131	.....	.....	.....	.....
Daly City	1	6	6	6	12	.....
Dunsmuir	.....	.....	5	3	.....	.....
Eureka (including Elk River, Fairhaven, Falk, Freshwater, Rolph, Ryans Slough, Samoa)	1	32	76	14	.....	.....
Fillmore	2	41	1	.....	.....	.....
Fresno	.....	.....	224	98	225	.....
Glendale	1	11	.....	.....	.....	.....
Halfmoon Bay	.....	.....	.....	.....	75	.....
Lemoore	5	75	5	2	.....	.....
Long Beach (including Alamitos, Seal Beach, Wilmington)	.....	.....	44	24	.....	.....
Los Angeles (including Hollywood, Huntington Park, Playa del Ray)	10	3,660	782	371	.....	565
Monrovia	6	7	3	1	.....	.....
Needles	4	124	.....	.....	.....	.....
Newman	2	42	.....	.....	.....	.....
Oakland (including Piedmont, San Leandro)	42	1,265	1,406	650	.....	328
Ontario (including Alta Loma, Cucamonga, Etiwanda, Guasti, Mountain View, Upland)	2	15	2	1	.....	.....
Pasadena (including Altadena, La Manda)	3	144	71	29	.....	.....
Pomona (including Claremont, Lordsburg, San Dimas, Walnut)	.....	.....	5	4	.....	.....
Redondo Beach (including Hermosa Beach, Manhattan Beach, Perry)	2	27	.....	.....	.....	.....
Redwood City (including Belmont, Las Lomitas, Menlo Park, Woodside)	.....	.....	17	9	.....	.....
Richmond (including El Cerrito, San Pablo, Stege)	.....	334	.....	.....	.....	.....
Riverside	.....	.....	5	5	.....	.....
Roseville	.....	.....	7	3	130	.....
Sacramento (including Broderick, Oak Park)	1	23	74	35	.....	.....
Salinas	.....	.....	3	1	.....	.....
San Diego (including Chula Vista, East San Diego)	14	154	.....	.....	.....	.....
San Francisco	.....	.....	.....	.....	.....	850
San Jose (including Berryessa, Campbell, Cupertino, Edenvale, Evergreen, Hester, Los Gatos, Milpitas, Santa Clara, Saratoga, Sunol)	.....	.....	176	97	375	.....
San Mateo (including Beresford, Burlingame, Hillsborough, San Bruno)	.....	.....	22	7	45	.....
San Pedro (including Lomita, Harbor City, Terminal Island)	1	88	117	52	200	.....
San Rafael (including Ross, San Anselmo)	.....	.....	9	1	.....	.....
Santa Barbara (including Goleta, Hope District, Montecito)	.....	.....	84	32	.....	.....
Santa Cruz	2	34	12	7	35	.....

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
California—Continued.						
Santa Monica (including Inglewood, Ocean Park, Sawtelle, Sherman, Soldier's Home, The Palms)			34	23		
Santa Paula			2	1		
South Pasadena	1	12				
South San Francisco	2	285	48	17		
Stockton			230	120		
Sunnyvale			2	2	70	
Turlock			10	4		
Vallejo (including Bay Terrace, Mare Island Navy Yard, South Vallejo)			15	5		
Visalia			9	4		
Watsonville (including school districts of Aptos, Amesti, Calabasas, Carlton, Casserly, Corralitos, Ferndale, Fruitvale, Green Valley, Hill School, Larkin Valley, Oakdale, Pleasant Valley, Railroad, Roache, San Andreas)			29			
Yreka	5	162				
Total	143	7,675	3,663	1,700	1,197	1,743
Colorado.						
Aguilar	2	27	4	4		
Boulder					100	
Brighton	2	8				
Brush (including Snyder)			13	7		
Camp Shumway	2	10				
Cokedale (including Bon Carbon)	1	9	1	1		
Crested Butte	1	34				
Delagua		11				
Denver	10	800	838	365		
Florence			1			
Fort Collins	1	25				
Frederick (including Dacomo, Firestone)	1	15	14	9	20	
Grand Junction			3	2		
Greeley (including Evans, La Salle, Lucerne)	4	60	14	10		
Kersey		35				
Lafayette	2	18				
La Junta	1	26				
Lamar	1					
Loveland	1	15				
Montrose	1	16	6	6		
Morley	1	21	2	1		
Oak Creek (including Pallas)			6	2		
Oakview (including Ojo)			7	5		
Primero					100	
Pueblo	2	43	45	20	500	
Rocky Ford			8	7		
Rugby	1	5				
Salida	1	11				
Segundo	2	17				
Severance	1	17				
Sopris	1	45				
Sterling (including Atwood, Crook, Graylin, Iliff, Padroni, Willard)			17	10		
Sugar City	1	29				
Telluride (including Liberty Bell Mine, Smuggler, Smuggler Mill, Smuggler Mine, Tomboy Mine)	4	43	18	3		
Timpas	1	8				
Trinidad (including Berwind)			41	23	25	
Walsen	1	10				
Walsenburg	2	28	12	8		

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Colorado—Continued.						
Williamsburg	1	21	1	1		
Windsor		100				
Total	49	1,507	1,051	484	745	
Connecticut.						
Ansonia			112	56		
Berlin (including Beckley, Blue Hills, East Berlin, Kensington)			3	2		
Branford (including Madison)			4	1		
Bridgeport (including Long Hill, Nichols, Stratsfield, Trumball)	28	867				
Canaan	1	17				
Danbury (including Bethel)					55	
Danielson (including Brooklyn, Killingly)			17	8		
Derby (including East Glastonbury)			11	6		
Fairfield (including Greenfield Hill, Holland Hill, Nichols Terrace, Plattsville, Southport)			86	55		
Greenwich (including Bankside, Cos Cob, Glenville, Port Chester, N. Y.)	26	284	16	7		
Hartford (including East Hartford, Wethersfield)			629	336	135	
Jewett City			3	1	60	
Lime Rock	1	7				
Litchfield	4	44				
Meriden	8	292	45	25		
Middletown			81	55		
Milford						50
Naugatuck (including Groveside, Mellville, Pond Hill, Straitsville, Union City)	4	153	13	5		
New Britain	32	839	198	141		
New Canaan			47	21		
New Haven (including East Haven, Hamden, West Haven, Westville)			889	452		
New London (including Groton, Montville, Mystic, Waterford)			166	77		
North Grosvenor Dale			3	2		
Norwich (including Norwichton, Taftville, Yantic)	2	90	103	71		
Plainville (including Burlington, Canton Street, Collinsville, Farmington Center, Wheatogue)	2	20	7	3		
Putnam			11	8		
Rockville (including Ellington, Tolcottville, Tolland, Vernon, Vernon Center)	1	2	14	6		
Seymour			24	15	55	
Southington (including Cheshire, Marion, Milldale, Plantsville)			11	6	50	
South Norwalk (including Cranberry, East Norwalk, Rowayton, West Norwalk, Wilton)			51	27		
Stafford Springs			10	5		
Stamford (including Darien, Glenbrook, Springdale)	8	251				
Stratford	9	51	76	46		

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Connecticut—Continued.						
Thompsonville (including Enfield, Hazardville, Scitico, Somerville)	9	311	5	3	.....	.....
Torrington (including Burrville, Newfield, Torringford, West Torrington)	9	.....	.....	.....	600	.....
Wallingford	.....	.....	23	13	.....	.....
Waterbury (including Buck's Hill, East Farms, East Mountain, Hopeville, Middlebury, Mill Plain, Oronoque, Park Road, Prospect, Reidville, Town Plot, Waterville, Wolcott)	.....	.....	889	452	.....	.....
Watertown	1	12	.....	.....	.....	.....
Westport (including Greens Farms, Saugatuck)	1	17	4	2	.....	.....
Willimantic (including town of Windham)	3	76	22	9	.....	.....
Windsor (including Poquonock, Rainbow, Wilson)	6	44	.....	.....	.....	.....
Winsted (including Norfolk, Winchester)	.....	.....	19	12	.....	.....
Total	155	3,377	3,592	1,928	955	50
District of Columbia.						
Washington (including Langdon Station)	24	791	391	164	675	.....
Florida.						
Tampa (including West Tarpon Springs)	3	187	79	29	.....	.....
West Tampa (Tampa P. O.)	2	124	.....	.....	.....	.....
Total	5	311	82	31	.....	.....
Georgia.						
Atlanta	.....	.....	129	48	.....	.....
Savannah	1	7	111	33	.....	.....
Total	1	7	240	81	.....	.....
Idaho.						
Pocatello (including Fairview, North Pocatello)	.....	.....	37	17	.....	.....
Potlatch	3	27	.....	.....	.....	.....
Total	3	27	37	17	.....	.....
Illinois.						
Alton	2	51	14	3	.....	.....
Aurora (including Montgomery, North Aurora)	10	299	86	54	.....	.....
Blue Island (including Burr Oak, Morgan Park)	8	47	.....	.....	.....	.....
Bridgeport	.....	.....	3	2	.....	.....
Canton (including Brereton, Norris, St. David)	.....	.....	12	7	.....	.....
Chicago (including Austin, Hawthorne, Jefferson, Kensington)	.....	.....	13,759	6,202	.....	6,000
Chicago Heights (including South Chicago Heights)	3	86	137	73	100	.....
Cicero (including Drexel, Grant Works, Warren Park)	2	38	90	40	30	.....
Decatur	.....	.....	38	20	10	.....
Dixon	.....	.....	2	.....	.....	.....
Duquoin	3	.....	.....	.....	.....	.....
East Moline	.....	.....	34	11	500	.....
East St. Louis	18	453	75	30	2,350	.....

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Illinois—Continued.						
Eldorado	1	19				
Fairmount	2	39				
Geneva (including Batavia)	1	12				
Granite City			60	19		
Joliet (including Rockdale)			576	248		
Kewanee			61	39		
La Salle (including Utica)	3	107	57	33		
Mark	2	52				
Moline (including Silvis)	4	125			100	
North Berwin (including District 98, Cook County, Oak Park P. O.)	4	37	8	5		
Oglesby (including La Salle Township)	2	35				
Peoria	8	151	119	39		
Plano			9	6		
Pocahontas			7	4		
Quincy	1	12	15	4		
Rockford			125	62		
Rock Island	18	278	95	45		
Royalton (including Bush, Hearst)	2	30	18	14		
Sesser			19	9		
Streator	3	29	28	15		
Taylorville			10	4		
Techny			11			
Tovey	4	25	10	6		
Waukegan			81	56		
Woodstock			12	6		
Total	101	1,925	15,571	7,056	3,090	6,000
Indiana.						
Anderson (including Alexandria, Elwood, Frankfort, Lapel, Middletown, Pendleton)	2	21	1	1		
East Chicago (including Indiana Harbor)	1	29	1,084	314		
Fort Wayne (including Arcola, Huntertown, New Haven)	2	56	209	120		
Gary	15	805	443	134		
Huntington	1	35	10	4		
Kokomo (including Center Township)	1	1	24	11		
Michigan City			89	56		
Mishawaka			23	16		
Richmond			10	7	10	
South Bend (including River Park)			576	338	18	
Terre Haute				69	40	
Whiting (including Robertsdale, Roby, Stieglitz Park)		800		123	46	
Total	22	1,747	2,469	1,193	114	
Iowa.						
Albia			4	1		
Aurelia			8	3		
Boone			22	3		
Buffalo Center	1	5	6		8	
Burlington (including West Burlington)			12	1		
Cedar Falls	1	13				
Cedar Rapids (including Benson, Bertram, Cedar Heights, Covington, Edgewood school district, Janesville, Kenwood Park, Linn Junction, New Hartford, Palo, Parkersburg, Robbins)			160	80		
Centerville			12	7		
Clinton	1	27	156	20		
Council Bluffs	2	38	36	22	80	

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates, wives.	Educational record cards.	Letters of invitation
Iowa—Continued.						
Davenport (including Bettendorf, Rockingham)				100	38	
Des Moines (including Valley Junction)				143	66	
Fort Dodge	5	38				
Iowa City			1	1		
Iowa Falls			1	1		
Lamont			3	3		
Mason City	1	51	42	14		
Oelwein			6	1		
Ottumwa	1	28				
Pella	2	35	4			
Scarville	1	2	1		2	
Sioux City (including Leeds, Morningside, Riverside, South Sioux City)	3	101	103	54		
Spring Hill			2			
Tama			2	2		
Total	18	338	581	456	194	
Kansas.						
Capaldo (Pittsburg P. O.)	1	27	2	2		
Cuba	3	39	4	1		
Ellsworth			1	1		
Garden City	2	40	1	1		
Kanopolis	1	22				
Kansas City (including Argentine, Bethel, Bonner Springs, Maywood, Menages Junction, Piper, Rosedale, Turner, Vinewood, Welborn, Wolcott)		3,079	318	177	275	
Narka	1	3	1	1		
New Tabor (Cuba P. O.)		11				
Offerle			1	1		
Pittsburg			8	4		
Total	8	3,221	336	188	275	
Kentucky.						
Bellevue (Newport P. O.)			1			
Louisville (including Highland Park)	1	10	165	96	30	
Paris					20	
Total	1	10	166	96	50	
Louisiana.						
Kenner	1	17				
Shreveport	1	9				
Total	2	26				
Maine.						
Auburn	1	10	14	5		
Augusta	1	22				
Bangor			32	11		
Dover			4	3		
Lewiston		439	76	40		
Rockland			25	4		
Rumford (including Mexico, Smithville, Virginia)			49	27		
Waterville (including Fairfield, Oakland, Winslow)			58	19		
Total	2	471	258	109		

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Maryland.						
Baltimore (including Arlington, Brooklyn, Catonsville, Curtis Bay, Dundalk, Franklinville, Fullerton, Gardenville, Govans, Hamilton, Hillsdale, Mount Winans, Orangeville, Overlea, Pikesville, Roland Park, St. Helena, South Baltimore, Sparrows Point, Towson, West Arlington)	6	243	2,236	952	150	.....
Perryville	1	11	.....	.....	18	.....
Total	7	254	2,236	952	168	.....
Massachusetts.						
Adams	6	192	.....	.....	125	.....
Amesbury	1	60	14	7	.....	.....
Attleboro (including Chattery, Norton, Rehoboth, Seekonk)	1	75	.....	.....	.....	.....
Ayer	.....	.....	2	1	.....	.....
Barre (including Gilbertville, Hardwick, Petersham, South Barre, White Valley)	4	65	8	3	.....	.....
Beverly (including Danvers, Wenham)	4	65	.....	.....	.....	.....
Beverly Farms	.....	.....	43	16	.....	.....
Boston (including Allston, Brighton, Charlestown, Dorchester, East Boston, Hyde Park, Jamaica Plain, Mattapan, Mount Hope, Roslindale, Roxbury, South Boston, West Roxbury, Readville)	91	2,728	3,761	1,703	.....	.....
Brockton	2	182	39	19	.....	.....
Cambridge	.....	.....	319	133	.....	.....
Canton	3	48	3	.....	.....	.....
Chelsea	10	248	187	85	750	.....
Chicopee	10	179	103	77	500	.....
Clinton (including Boylston, Lancaster, Sterling)	5	94	25	14	.....	.....
Easthampton (including Southampton)	5	80	6	5	.....	.....
Easton (including Mansfield, North Easton)	.....	.....	2	1	.....	.....
Fall River (including Swansea, Tiverton, R. I., Westport)	8	257	168	107	150	.....
Falmouth	.....	.....	1	1	100	.....
Fitchburg	.....	.....	243	187	.....	.....
Framingham (including Ashland, Hopkinton, Sherborn)	.....	.....	46	22	.....	.....
Gardner	14	275	207	128	.....	.....
Gloucester (including Bay View, East Gloucester, Essex, Lanesville, Magnolia, Manchester, West Gloucester)	11	89	.....	.....	.....	.....
Great Barrington	.....	.....	2	1	.....	.....
Greenfield (including Deerfield)	.....	.....	41	18	.....	.....
Haverhill (including Merrimac, Newton, N. H., Plaistow, N. H.)	.....	.....	40	28	.....	.....
Holyoke (including South Hadley, South Hadley Falls, Willimansett)	3	110	403	269	.....	.....
Lawrence (including North Andover)	14	609	381	214	.....	.....
Lenox (including Lenox Dale, New Lenox, North Lenox)	.....	.....	3	2	.....	.....
Leominster (including Lunenberg)	14	188	1	.....	.....	.....

STATEMENT I—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Massachusetts—Continued.						
Ludlow	2	47	36	26	45	.....
Lynn (including Nahant, Saugus, Swampscott)	.....	.....	324	156	400	.....
Malden	23	405	142	82	.....	.....
Marlboro (including Northboro)	.....	.....	29	22	.....	.....
Maynard	4	59	15	6	.....	.....
Melrose	9	51	2	2	.....	.....
Methuen	2	.....	.....	.....	.....	.....
New Bedford (including Acushnet, Dartmouth, Fairhaven, Freetown)	30	871	65	41	.....	.....
Newburyport	.....	.....	33	15	100	.....
Newton (including Auburndale, Chestnut Hill, Eliot, Newton Center, Newton Highlands, Newton Lower Falls, Newton Upper Falls, Newtonville, Nonantum, Riverside, Waban, West Newton)	1	10	.....	.....	.....	.....
North Attleboro (including Plainville)	2	43	14	11	100	.....
Norwood (including Balch District)	.....	.....	85	57	.....	.....
Palmer (including Bondsville, Thorndike, Three Rivers)	.....	.....	12	9	.....	.....
Plymouth	2	31	80	50	.....	.....
Quincy	.....	.....	127	56	25	.....
Shirley	2	25	.....	.....	.....	.....
Somerville	5	172	8	7	.....	.....
Springfield (including Indian Orchard, Long Meadow)	.....	.....	420	213	135	.....
Taunton	17	320	.....	.....	.....	.....
Vineyard Haven (including Fisbury Township)	2	34	.....	.....	45	.....
Walpole (including Foxboro, Norfolk)	.....	.....	3	1	.....	.....
Waltham	.....	.....	50	29	.....	.....
Warren	7	101	15	10	.....	.....
Wellesley	1	24	.....	.....	.....	.....
West Springfield	.....	.....	20	16	100	.....
Worcester	.....	.....	153	71	150	.....
Total	315	7,737	7,681	3,921	2,725	.....
Michigan.						
Albion	2	20	7	5	.....	.....
Ann Arbor	.....	.....	22	9	.....	.....
Battle Creek	2	44	.....	.....	.....	.....
Bay City (including Banks, East Side, Essexville, Salsburg, West Side)	1	5	.....	.....	.....	.....
Benton Harbor (including Coloma, Millburg)	.....	.....	53	25	.....	.....
Bessemer	4	70	65	15	.....	.....
Birmingham	1	2	.....	.....	.....	.....
Chassel	.....	.....	8	1	.....	.....
Crystal Falls (including Tobin Location, Western Location)	.....	.....	11	6	.....	.....
Detroit	64	2,750	8,300	2,884	.....	.....
Diorite	1	4	7	.....	.....	.....
Dodgeville (including Isle Royale Mine, Superior Location, Superior Mine)	.....	30	11	5	.....	.....
Escanaba (including North Escanaba, Wells)	1	53	78	32	.....	.....
Flint	.....	.....	99	46	.....	.....
Grand Haven (including Ferrysburg, Spring Lake)	6	87	17	8	.....	.....
Grand Rapids	.....	.....	607	487	.....	.....
Gwinn (including Cyr Mining Location, Princeton)	9	71	6	3	.....	.....

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Michigan—Continued.						
Hamtramck	1	60	761	388	.....	.....
Hancock (including Franklin Mine, Tewabic, Quincy Mine)	3	94	13	7	.....	.....
Houghton (including Ionia)	3	32	29	17	.....	.....
Hudsonville	1	10	.....	.....	.....	.....
Iron River	4	56	.....	.....	.....	.....
Ironwood	.....	90	210	78	.....	.....
Kalamazoo (including Comstock, Galesburg, Plainwell, Schoolcraft, Vicksburg)	.....	.....	38	22	.....	.....
Lake City	.....	.....	1	1	.....	.....
Lansing (including Bath, De Witt, Dimondale, East Lansing, Halsett, Holt, Mason, St. Johns)	.....	.....	178	91	.....	.....
Loretto (including Waucedah)	.....	40	11	3	.....	.....
Marquette	2	46	33	8	.....	.....
Mohawk (including Ahmeek, Allouez)	2	51	4	1	.....	.....
Mount Clemens	.....	.....	15	8	.....	.....
Munising	.....	.....	27	11	.....	.....
Muskegon (including Fruitport, North Muskegon)	.....	.....	314	208	.....	.....
Muskegon Heights	3	42	8	7	.....	.....
Negaunee	2	67	27	14	.....	.....
Norway, Vulcan	3	41	5	2	.....	.....
Painesdale (including Atlantic Mine, Baltic, South Range, Toivola, Trimountain)	10	241	18	14	.....	.....
Pontiac (including Clarkston, Farmington, Holly, Orion, Oxford, Rochester)	1	18	145	46	.....	.....
Port Huron (including North Port Huron, Salt Block, Upton Works)	.....	.....	68	27	.....	.....
Redridge	1	17	.....	.....	.....	.....
Republic	2	15	.....	.....	.....	.....
Saginaw (including Birch Run, Bridgeport, Buena Vista Township, Burt, Carrolton, Fosters, Freeland, Merrill, Oakley, Spalding Township, Swan Creek, Zilwaukee)	4	185	147	92	.....	.....
Saginaw, West Side	4	83	20	12	.....	.....
Sault Ste. Marie (including Algonquin)	4	25	57	19	.....	.....
Stambaugh (including Caspian, New Caspian, Palatka)	2	35	1	.....	45	.....
Traverse City	.....	.....	6	5	100	.....
Victoria	1	52	.....	.....	.....	.....
Wakefield (including Castile Mine, Micado Mine, Plymouth Mine, Waco Location, Waco Mine)	8	102	31	19	.....	.....
Total	152	4,538	11,458	4,626	145	.....
Minnesota.						
Albert Lea (including Alden, Armstrong, Clarks Grove, Glenville, Hayward, Manchester)	3	17	.....	.....	.....	.....
Alexandria	.....	.....	4	2	.....	.....
Arlington	.....	.....	1	1	.....	.....
Aurora (including Adriatic, Mesaba, Miller, Mohawk, Stevens)	5	90	34	18	50	.....
Austin (including Brownsdale, Lansing, Oakland, Ramsey, Rose Creek, Waltham)	1	4	11	3	.....	.....
Badger	1	1	.....	.....	.....	.....

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished,		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Minnesota—Continued.						
Biwabik (including Pineville)	1	17	19	6	.....	.....
Buhl (including Dean Mine, Wanless, Woodbridge)	17	294	19	8	150	.....
Chisholm (including Balkan Township, Billings Location, Clark Location, Dunwoody Location, Hartley, Monroe Location, Myers, Shenango)	25	520	73	37	.....	.....
Coleraine (including Bovey, Calumet, Marble, Taconite)	.....	.....	62	15	.....	.....
Columbia Heights	2	37	11	11	.....	.....
Crosby (including Dearwood, Ironton)	.....	.....	35	11	.....	.....
Duluth	26	676	896	312	15	.....
East Grand Forks (including Grank Forks, N. Dak.)	.....	.....	16	5	.....	.....
East Lake	2	11	.....	.....	.....	.....
Ely (including Savoy Location)	8	227	.....	.....	.....	.....
Eveleth (including Drake and Stratton Location, Troy Location)	30	449	104	43	400	.....
Fergus Falls (including Aurdal Township, Battle Lake, Buse Township, Pelican Rapids, Rothsay, Underwood)	.....	.....	.....	31	16	.....
Gilbert (including Belgrade Mine, Elba Location, Genoa, Genoa Mine Location, Hutter, McKinley, St. Louis River R. S., Schley Location, Sparta)	19	322	.....	26	19	.....
Grand Marais	1	7	2	.....	53	.....
Grayling	1	10	.....	.....	.....	.....
International Falls, Ranier	1	35	27	11	40	.....
Keewatin (including Bennet Mine, Bray Mine, Mississippi, St. Paul Location)	7	68	54	33	.....	.....
Lawler	3	16	2	.....	15	.....
Little Falls	1	.....	12	8	.....	.....
Lyle	.....	.....	1	.....	.....	.....
Mahnomen	.....	.....	.....	.....	12	.....
Mankato (including Eagle Lake, Lake Crystal, North Mankato, St. Peter)	.....	.....	18	9	40	.....
Menahga	1	8	.....	.....	.....	.....
Minneapolis (including Robinsdale, St. Louis Park)	349	2,888	2,890	1,327	.....	.....
Montevideo (including Watson, Wigdahl)	.....	.....	13	2	53	.....
Moorehead	.....	.....	10	2	.....	.....
Mora (Rural district 6)	1	1	.....	.....	.....	.....
Mountain Iron (including Costin, Ellis, Hopper, Kinross, Leonidas Mine, Parkville)	.....	.....	3	.....	.....	.....
Nashwauk (including Balsam Lake School, McLeod School, Paratella School, Shoemaker School)	.....	.....	51	17	.....	.....
New Ulm (including Cottonwood, Lafayette, Milford, Sigel Township)	1	21	.....	.....	.....	.....
Norwood (including Bongard, Cologne, Hamburg, Motordale, Plato, Waconia, Young America)	1	3	.....	.....	.....	.....
Park Rapids	.....	.....	1	1	.....	.....
Red Wing	1	11	.....	.....	.....	.....
Rochester	.....	15	.....	.....	.....	.....
St. Cloud (including Sartell, Waite Park, White Park)	3	63	4	1	.....	.....
St. Paul	47	1,020	1,029	466	.....	.....

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Minnesota—Continued.						
Section Thirty	2	20				
South St. Paul	3	165	42	22		
Tower	2	56	2	2		
Two Harbors	2	34	97	25		
Virginia (including Florenton, Franklin, Northside)	25	480	105	45		
Wannaska	1	1				
Winona	1	14				
Total	594	7,621	5,648	2,500	863	
Missouri.						
Crystal City			10	4		
Desloge	3	97				
Kansas City (including Independence, North Kansas City, Rosedale, Kans.)	22	498				
Springfield			11	5		
Sugar Creek		35				
Total	25	630	21	9		
Montana.						
Butte (including Centerville, Meaderville, McQueen Addition, South Butte, Walkerville)			428	208		
Flat Willow	1	1				
Forsyth	3	24				
Glendive (including Allard, Colgate, Hoyt)			30	20		
Graber (including School District 108)	1	4				
Great Falls (including Black Eagle)	4	117	137	64		
Havre	6	70				
Heron	2	4				
Kalispell	1	3				
Lewiston (including Glengarry, Hilger, Moore, South Lewiston)			23	3		
Miles City			31	13		
Missoula	1	18	37	3		
Olanda	1	2				
Plains	3	4			15	
Red Lodge	3	120			10	
Terry					10	
Vananda	1	2	1		8	
Wason Flats	1	9				
Total	28	378	687	311	43	
Nebraska.						
Bayard	4	22				
Blue Hill	1	18				
Bridgeport			12			
Clarkson	1	9				
Columbus	1	11				
Crete	1	15				
Hardy	2	2				
Havelock	8	89	39	16		
Howell	1	12				
Lincoln (including Collegeview, Normal, University Place)	13	491	118	48		
Norfolk (including South Norfolk)	4	17	19	15		
Omaha (including Benson, Florence, South Omaha)	15	1,446	603	280	275	
Pierce	1	1				
Randolph	1	1				
Ruskin	1	20		1		

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Nebraska—Continued.						
Scottsbluff	1	34				
Sutton			4	2		
Wahoo					35	
Wilber			1	1		
York (including Henderson)			9	1		
Total	55	2,188	807	364	310	
Nevada.						
McGill	2	40	11	3	30	
Sparks	8	150				
Total	10	190	11	3	30	
New Hampshire.						
Berlin (including Gorham, Milan)	14	528	148	77		
Claremont	14	208	5	2		
Derry	2	39				
Epping	2	26				
Franklin (including Hill, Northfield, Sanbornton)	8	78				
Littleton	2	35			75	
Manchester (including Auburn, Bedford, Bow, Candia, Chester, Goffstown, Grasmere, Weare)	8	100	15	2		
Milford (including East Milford, Pine Valley)	4	50	3	3	9	
Nashua	28	641				
Newmarket	8	193	8	7		
Newport	5	28				
Portsmouth	6	160				
Rochester	6	107				
Somersworth (including Rollingsford)			6	3		
Suncook (including Allenstown, Hooksett, Pembroke)			1			
Total	107	2,193	186	94	84	
New Jersey.						
Atlantic City	6	215	266	134		
Bayonne	4	117	1,145	629		
Bernardsville (including Basking Ridge, Far Hills, Liberty Corner)			54	36		
Bloomfield	2	30	58	34		
Bordentown (including Roebling, White House)	1	48	13	1		
Camden (including Collingswood Borough, Haddonfield Borough, Haddon Heights Borough, Merchantville Borough, Pensanken Township)	1	27	1,233	668		
Chromo			31	22		
Clifton	4	152	101	79		
Dover (including Bowlbyville, Denville, Kenvil, Mill Brook, Mine Hill, Randolph Township, Rockaway, Wharton)	1	30	37	17		
East Newark (Newark P. O.)	1	19				
Elizabeth (including Elizabethport, Elmora, Linden, North Elizabeth, Roselle Park)	4	152	1,068	579		
Englewood (including Cresskill, Demarest)	2	50				
Franklin	2	54	6	5		
Freehold			12	9		
Glassboro		18				

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
New Jersey—Continued.						
Glen Ridge (including Gloucester)			4	1		
Grantwood			11	5		
Hackensack (including Bogota, Maywood, North Hackensack, Oradell, River Edge, Rochelle Park, Teaneck)	2	44	92	60		
Harrison			97	60		
Hoboken			694	302	12	
Irvington	1	41	52	31		
Kearney (Arlington P. O.) (including Arlington, North Arlington)	1	24				
Lodi			43	35		
Newark	36	1,253	2,808	1,686		
New Brunswick (including Franklin Park, Highland Park, Millstone, Milltown)	1		289	175		
Newfield	1	12				
North Bergen (including East New Durham, Granton, New Durham, Woodcliff)			30	22		
Orange			241	151		
Passaic	19	570	758	573	65	
Paterson (including Hawthorne, North Paterson, Totowa, West Paterson)	15	331	847	563		
Perth Amboy (including Fords, Keasbey, Maurer, Sewaren)			392	284		
Phillipsburg			28	13	160	
Plainfield (including North Plainfield)		127	82	41		
Prospect Park Borough			44	37		
Red Bank (including Eatontown, Fairhaven, Little Silver, Rumson, Sea Bright, Shrewsbury)			43	26	48	
Rutherford (including Carlstadt, East Rutherford, Hasbrouck Heights, Lyndhurst, Moonachie, Wallington, Woodridge)	2	12	76	46		
Somerville (including Manville)	3	44	14	9	52	
South River	7	223	30	17		
Summit (including Chatham, Millburn, New Providence, Short Hills, Springfield)	3		17	7		
Trenton	12	376	1,997	1,219		
Westfield	6	30	8	6	75	
West Hoboken (including Secaucus, Weehawken)	3	107	82	46		
West New York (including Guttenburg, Union Hill)			80	51		
Woodbine			9	6		
Woodbridge (including Avenel, Iselin, Port Reading)			15	12	100	
Total	140	4,106	12,907	7,677	512	
New Merico.						
Albuquerque (including Baralas, Martine Town, Old Albuquerque)	1	11	24	10		
Dawson	3	50				
Deming	2	45				
Raton	2	6				
Total	8	112	24	10		

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
New York.						
Albany (including West Albany)					10	
Auburn (including Aurelius, Fleming, Melrose Park, Owasco, Port Bryan, Sennett, Skaneateles, Throop)	15	361	52	36		
Au Sable Forks	1	12				
Batavia			49	34		
Binghampton (including Johnson City, Union)	14	330	107	65		
Buffalo (including Cheektowaga, Forks)	113	2,224	1,740	736	500	
Cadyville	1	24				
Canandaigua	2	38	7	4	135	
Capron	2	43			60	
Carthage	14	33				
Chazy	1	3				
Clyde	1	20	7	6	25	
Cohoes			70	49		
Corning	11	165	13	4		
Cortland			34	13		
Depew (including Bellevue)	4	67	4	1		
Dunkirk			5	5		
Elmira (including Horseheads, Southport, Wellsburg, West Elmira)	3	61	117	69		
Endicott	6	186	48	17	70	
Fairport			2	2	5	
Frankfort	2	50			50	
Fredonia	3	60				
Fulton	2	66	25	18		
Geneseo			3	1		
Geneva			7	2		
Gloversville			27	17		
Granville	2	49	23	20		
Hastings-upon-Hudson	1	24				
Haverstraw			9	4		
Hempstead			24	14		
Herkimer			23	10		
Hinckley			1	1		
Hornell	7	73	4	3		
Hudson Falls	7	38				
Jamestown (including Celeron, Falconer, Frewsburg, Lakewood)	10	236	85	50		
Johnstown	121	671	15	9		
Kingston			27	17		
Lackawanna	6	105				
Little Falls			28	17		
Lowville			1	1		
Lyon Mountain	2	27				
Lyons	1	24	10	7		
Massena	2	100	15	9		
Mechanicsville (including Frog Island, Stillwater)	3	96	56	31		
Medina (including Knowlesville, Middleport)	1	9	4	2	18	
Morrisonville	1	20				
Mount Morris	5	20	1	1		
Mount Vernon (including Bronxville, Pelham, Tuckahoe)	10	314				
Newark			19	11		
Newburgh	4	51	328	187		
New Rochelle			67	33		
New York	605	28,545	29,125	13,971	4	
Niagara Falls (including La Salle)	33	771	360	182	2,135	
North Tarrytown	1	26	26	19		
North Tonawanda (including Tonawanda)			32	13	267	
Oakfield	3	13	1	1	35	
Ogdensburg			2	1		
Olean	1	41	71	36		

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
New York—Continued.						
Oneida (including Durhamville, Oneida Castle, Wampsville)			7	5		
Oneonta			3	1		
Ossining			10	7	200	
Plattsburg	2	28			70	
Port Ivory (Staten Island P. O.)	6	252				
Port Jervis			10	8		
Poughkeepsie		8,560	99	52		
Rensselaer	1	18				
Rochester (including Brighton, Chili, Clarkson, Gates, Greece, Hamlin, Henrietta, Irondequoit, Mendon, Ogden, Parma, Penfield, Perinton, Pittsford, Riga, Rush, Sweden, Webster, Wheatland)			373	180		
Rockville Center (including East Rockaway, Lynbrook, Malverne, Oceanside)			23	10		
Rome			110	81		
Sag Harbor	1	35	6	6	100	
St. Johnsville			2	2		
Saratoga Springs	8	68	13	7		
Schenectady (including Alplaus, Glenville, Niskayuna, Scotia, South Schenectady, Township of Niskayuna)	57	1,055	106	59		
Seneca Falls					100	
Sloan (Buffalo P. O.)	2	12	2	2		
Solvay	32	608	82	47		
Southampton	2	21	6	4		
Standish	1	8				
Syracuse (including East Syracuse, Eastwood, Liverpool, Onondaga Valley)			100	40		
Ticonderoga	1	18				
Tupper Lake	2	46			60	
Utica (including Deerfield, New Hartford, New York Mills, Whitesboro)	38	848	731	410	180	
Waterloo	1	34	11	8		
Watertown (including Brownville)	3	103				
Whitehall	2	35	16	8	100	
Willsboro	4	7				
Yonkers					75	
Total	1,184	46,752	34,384	16,666	4,199	
North Dakota.						
Alkabo	2	14				
Ambulance Butte (Solen P. O.)		17				
Antelope	5	17				
Benedict	2	9				
Beulah	1	14				
Bismark	1	24	17	7		
Burnstad	5	11			35	
Chimney Butte (Mandan P. O.)	1	17				
Cooperstown			4			
Crown Butte (Sweet Briar P. O.)		8				
Dodge	8	31				
Eckelson	6	12				
Fargo			21	7		
Fayette	6	15				
Halliday		13				
Harvey			6	2		
Hazen (including Expansion, Krem, Mannhaven, Stanton)			4	2		

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
North Dakota—Continued.						
Heilbron, District No. 18 (Hebron P. O.)		33				
Jamestown	2	37				
Judson, District 6		13				
Kulm			1			
Lakota (including Aneta, Dahlen, Kloten, Mapes, McVille, Michigan, Pekin, Petersburg, Tolna, Whitman)	1	12	21	8		
Lidgerwood	2	4	5	4		
Lonesome (Flasher P. O.)		12				
Mandan	1	16				
Mercer	8	28				
Minnewaukan		8				
Minot			45	7	400	
Pleasantview, District 10 (Courtnay P. O.)	1	10				
Solen	1	9				
Tioga	4	8				
Turtle Lake	5	9				
Williston			11	5		
Wilton	1	15				
Wise District	7	32				
Wishek	12	47				
Zap	1	27				M
Total	83	522	135	42	435	
Ohio.						
Alliance	3	72	106	43		
Akron (including Cuyahoga Falls, Doylestown, Hudson, Peninsula)			1,854	793	6	
Barberton				70	36	
Bedford	2	22		5	3	
Bellaire				34	22	60
Bellefontaine				1		
Canton (including East Canton, Louisville, New Berlin, North Canton, North Industry, Osnaburg)				284	82	
Cincinnati (including Carthage, Dayton (Ky.), Elmwood Place, Hartwell, Lockland, Madisonville, Norwood, Reading, St. Bernard, Shaker Heights)	4	264				
Cleveland (including East Cleveland, Euclid, Newberg, Royalton, West Park)	150	4,968		2,972	1,583	
Columbus				170	70	
Conneaut (including Amboy, East Conneaut, Nort Conneaut)	3	50				
Dayton		40				
Elyria (including Carlisle)	10	148				
Fremont	1	9				
Hamilton (including Coke Otto, Fairfield Township, Overpeck, St. Clair Township, Symmes Corner, Trenton)	3	39	5	3		
Lorain	24	470				
Marion	1	8	11	1		
Medina			4	2		
Neffs			2	2	30	
Piqua (including Bradford, Covington, Fletcher, Len Conover, Lockington, Pleasant Hill, Troy, West Milton)			9	8		
St. Clairsville	1					
Sandusky	1	21				

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Ohio—Continued.						
Steubenville	8	54	138	65	.....	.....
Tiffin	2	19	10	8	.....	.....
Toledo	.....	1,001	1,914	761	1,400	.....
Total	213	7,185	4,053	5,222	3,232	60
Oklahoma.						
Hartshorne	.....	.....	8	7	.....	.....
Lehigh (including Midway, Phillips)	.....	.....	2	2	.....	.....
Oklahoma	3	32	20	12	.....	.....
Okmulgee	.....	.....	2	2	.....	.....
Sapulpa	4	4	2	2	.....	.....
Tulsa (including Home Gardens Addition, Springdale, West Tulsa)	1	10	12	3	.....	.....
Total	8	46	46	28	.....	.....
Oregon.						
Astoria (including Hammond, Warrenton)	10	336	178	61	200	.....
Bay City, district 31	1	1	2	1	.....	.....
Clifton, district 33	2	16	2	1	15	.....
Eugene	1	4	.....	.....	.....	.....
Marshfield	.....	.....	25	.....	.....	.....
North Bend	1	12	3	.....	.....	.....
Portland (including St. John)	.....	.....	645	405	.....	.....
The Dalles	.....	.....	.....	.....	25	.....
Wallowa	1	7	.....	.....	.....	.....
Wauna, district 38	2	28	.....	.....	.....	.....
Total	18	404	855	468	240	.....
Pennsylvania.						
Allentown	7	470	109	64	.....	.....
Altoona (including Hollidaysburg, Juniata, Logan Township, Llyswen, South Altoona)	1	.....	65	31	.....	.....
Anita	6	25	.....	.....	6	.....
Archbald	.....	.....	29	18	.....	.....
Ardmore	.....	.....	2	.....	.....	.....
Armstrong	.....	.....	2	.....	.....	.....
Aspinwall (Pittsburgh P. O.)	1	2	.....	.....	.....	.....
Austin	2	13	20	4	.....	.....
Avoca	1	16	.....	.....	.....	.....
Barnesboro (including Cymbria Mines, Elmora, Emeigh, Garman, Marsteller, Saxman, Spangler)	.....	.....	7	4	.....	.....
Beaverdale	.....	.....	4	4	.....	.....
Bell	1	40	.....	.....	.....	.....
Bellefonte	1	22	.....	.....	.....	.....
Bessemer	2	17	.....	.....	.....	.....
Blairsville	.....	.....	22	11	.....	.....
Braddock (including North Braddock, Rankin)	3	109	205	129	.....	.....
Chambersville	.....	.....	.....	.....	60	.....
Clifton (Clifton Heights P. O.)	1	13	1	1	70	.....
De Lancey Crossing	.....	25	.....	.....	.....	.....
Dixonville	1	28	.....	.....	50	.....
Downington	.....	.....	8	5	.....	.....
Dunlo	.....	.....	1	1	.....	.....
Duryea (including Moosic, Old Forge)	1	44	18	12	.....	.....
Easton (including Glendon, Palmer, Redington, West Easton, Williams Township, Wilson Township)	2	52	.....	.....	.....	.....

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Pennsylvania—Continued.						
East Pittsburgh (including Chalfont Borough, North Versailles Township, Wilkins Township)	3	90	87	41	.....	.....
Edwardsville (Kingston Station P. O.)	1	19	.....	.....	.....	.....
Eleanor	2	25	4	3	.....	.....
Ellsworth	.....	.....	71	54	.....	.....
Ellwood City (including Hazel Dell, Park Gate, Wurtenburg)	.....	.....	136	88	.....	.....
Erie (including Lawrence Park, Wesleyville)	.....	.....	732	452	666	.....
Farrell	5	1,015	.....	.....	.....	.....
Franklin	1	54	7	3	.....	.....
Franklin Borough (Conemaugh P. O.)	.....	.....	8	5	.....	.....
Fulton Run (Creekside P. O.)	3	22	.....	.....	.....	.....
Glenlyon	.....	.....	21	13	.....	.....
Greensburg	1	53	.....	.....	.....	.....
Grove City	3	25	.....	.....	.....	.....
Harriman (including Bristol, Edgely, Tullytown)	6	150	.....	.....	.....	.....
Harrisburg (including Enola)	5	104	51	15	90	.....
Holmesburg	1	33	.....	.....	75	.....
Homer City	.....	.....	.....	.....	115	.....
Indiana	3	.....	8	4	80	.....
Jeanette (including Arlington, Grapeville, Hempfield Township, Penn Manor, Penn Station, Penn Township)	1	54	38	20	.....	.....
Johnsonburg	2	41	.....	.....	.....	.....
Johnstown (including Conemaugh, Dale, Edgewood, Ferndale, Lorain, Tannersville, Westmont)	9	216	570	318	300	.....
Kittanning (including East Franklin Township, North Buffalo Township)	.....	.....	5	.....	.....	.....
Kulpmont	1	9	5	3	25	.....
Lancaster (including Dillerville, Rossmere)	.....	.....	.....	.....	65	.....
Langeloth	.....	.....	1	1	.....	.....
Lansford	6	253	101	72	.....	.....
Latrobe	3	64	.....	.....	250	.....
Lebanon (including East Lebanon, Lebanon Ind. Borough, Lehighton, North Cornwall Township, South Lebanon, West Lebanon)	2	17	82	9	.....	.....
Locust Gap (including Atlas)	.....	.....	50	39	.....	.....
McDonald	.....	120	.....	.....	200	300
McIntyre	.....	.....	.....	.....	75	.....
McKeesport (including Dravosburg, Elizabeth Township, Glassport, Port Vue, Versailles)	7	131	266	150	.....	.....
McKees Rocks (including Pittock, Presston, Stow Township)	.....	.....	160	111	.....	.....
Mahanoy City	1	60	.....	.....	.....	.....
Monessen (including Rostraver Township)	4	92	35	22	.....	.....
Morrisdale	1	22	.....	.....	.....	.....
Mount Carmel (including Diamondtown, Keiser)	1	32	68	44	.....	.....
Nanticoke	3	52	193	149	.....	.....
Nanty Glo	.....	.....	7	5	.....	.....
New Castle	5	133	107	83	.....	.....
New Kensington (including Arnold, Parnassus, Springdale, Valley Camp)	3	158	4	2	.....	.....
North East	3	19	3	3	.....	.....
Osceola Mills	.....	.....	9	3	25	.....

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Pennsylvania—Continued.						
Peckville (including Blakeley Borough)	1	40				
Philadelphia (including Germantown)	5	3,173	2,479	1,366		1,250
Phillipsburg	3	28				
Pittsburgh (including Bellevue, Crafton, Homestead)	97	2,149	2,868	1,733	100	
Plains (Wilkes-Barre P. O.)			44	26	50	
Punxsutawney	16		6	2	65	
Reading	5	163	116	49	200	
Reynoldsville			3	3		
Scottdale			9	6		
Scranton	41	1,036	366	223		
Seminole					50	
Sharon	5	316			1,500	
Sharpsville	5	315	37	19		
Slatington			2	1		
South Fork			13	3		
Sugar Notch	1	26				
Turtle Creek			22	11		
West Chester	5	14	20	8	40	
Wheatland	1	55				
Wilkes-Barre	5	154	461	280		
Winburne			20	17		
Woodlawn (including Dickey Hollow, McDonald Hollow, Temple Hollow)	4	86	24	11		
Woods Run (Pittsburgh P. O.)	2	62				
Total	312	11,556	9,812	5,754	4,157	1,550
Rhode Island.						
Anthony	1	7				
Apponaug			1	1		
Central Falls		515				
Cranston (Providence P. O.)	2	24				
East Greenwich	1	1				
East Providence	3	100	22	11	200	
Greenville (including Smithfield)	2	12	2	2		
Johnston (Providence P. O.)			9	7		
Providence	25	1,013	921	458		
Westerly (including Ashaway, Bradford, Charlestown, Hopkinton, Stonington, Conn.)			63	36		
Woonsocket	1	695	83	34		
Total	35	2,367	1,101	549	200	
South Carolina.						
Angelus			1	1		
Blythewood			1			
Brancheville			1			
Charleston (including Atlanticville, Mt. Pleasant, Sullivan's Island)	1	27	153	39	27	
Columbia			10	3		
Darlington			1			
Edgefield			1			
Florence			1	1		
Greenville			4	3		
Greer			4			
Marion			1			
New Brookland			1	1		
Paris Island			7			
Plantersville			1	1		
Summerton			1			
Summerville			1	1		

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
South Carolina—Continued.						
Sumter			5			
Walhalla			2			
Total	1	27	196	50	27	
South Dakota.						
Aberdeen	14	140	57	39		
Bowdle		22				
Bradley	5	16				
Freeman		90				
Herreid	1	13				
Hosmer		11				
Huron (including townships of Cavour, Clyde, Custer, Theresa, Valley)	12	24	17	4		
Java		28				
Kaylor		11				
Lead (including Central, Terraville, Terry, Trojan)			9	1		
Menno		52			20	
Milbank	5	28	16	11		
Mitchell		11	5	4		
Parker			1			
Peterson School (Edmunds County Rural)		9				
Pierre		9				
Redfield	1	10	9	4		
Reliance (Heib School)	1	25				
Roscoe		27				
Sioux Falls (including Riverside, West Sioux Falls)			83	30		
Strandburg	2	20				
Tripp		63				
Total	41	609	197	93	20	
Texas.						
Austin			11	6		
Beaumont	2	59				
Dallas	2	103				
El Paso	11	450	156	87		
Galveston	1	31				
Houston			229	133		
San Antonio	19	487	198	61		
Waco	3	26	32	18		
Total	38	1,156	626	305		
Utah.						
Bingham Canyon (including Copperfield, Highland Bay, Lead Mine, United States Mine)			25	7		
Castlegate			4	3		
Kenilworth	2	15				
Logan			4	2		
Magna			3	1		
Midvale	25	377				
Murray			2	2		
Provo			11	4		
Salt Lake City	5	97	293	126		
Sandy	20	419				
Winterquarters			6	3		
Total	52	908	348	148		
Vermont.						
Bellows Falls			15	6		
Brattleboro			7	1		
Burlington			32	16	35	

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Vermont—Continued.						
Lyndonville	1	28				
Montpelier	1	23				
Total	2	51	54	23	35	
Virginia.						
Alexandria			15	4		
Norfolk	3	87	553	62	275	
Portsmouth			16	6		
Richmond		16	69	40	575	
Roanoke (including Raleigh Court, Salem, South Roanoke, Vinton, Virginia, Heights)	1	8	6	5		
Winchester	1	1				
Total	5	112	659	117	850	
Washington.						
Aberdeen			210	68		
Axford	3	11				
Bay View	1	1				
Black Diamond (including Franklin)	1	25				
Bothell	1	3				
Burlington	1	5				
Camas			12	6		
Cashmere	1	1				
Centralia			2			
Cle Elum (including South Cle Elum)			46	20		
Concrete	3	18				
Conway, District 24 (Mount Vernon P. O.)	2	6				
Cosmopolis	3	32	13	5		
Ellensburg	1	6	3			
Enumclaw, District 170	3	3	8	3		
Ephrata	1	1				
Everett (including East Everett, Lowell, Mukilteo, Pinehurst)	3	77	72	34		
Foster (Kapowsin P. O.)	1					
Foster (Seattle R. D. 5)	1	8				
Gate (District 9)	1	1				
Gig Harbor	1	14				
Grayland (District 54)	1	5			60	
High Point	3	10				
Hoquiam (including Polson's Railroad Camp, Quession, Royal City)	3	50	39	15	50	
Index	3	7	1	1		
Issaquah (including Monohan)	1		1	1		
Kelso	1	21				
Kent (District 3)	1	2				
Kirkland (District 57)	1	2				
Knappton	1	12				
La Conner	1	5				
Lester	2	4			12	
Loomis	1	1				
Montesano (including Brady, Melbourne, Satsop)		5	4	2		
Mount Vernon	4	51				
Newcastle (District 13)	1	13				
Olympia (including Belmore, Mud Bay, South Bay, Tumwater)	1	3	6	1		
Omak	1	3				
Oneida (School District 21)	1	5				
Pasco	2	10				
Pearson (including Scandia)	2	27	2	2		
Pleasant Ridge (Pearson R. D.)	1	7				

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Washington—Continued.						
Port Angeles					75	
Preston	1	9				
Puyallup	1	1				
Pysht	1	1				
Raymond	22	187	39	17	800	
Renton (including Earlington)	1	36				
Roslyn (including Beekman Mine)	3	26	10	5		
Seattle			2,823	1,029		
Snoqualmie	1	8	3	2		
Spokane			827	252		
Tacoma (including Browns Point, Dash Point, Fern Hill, Manitou, Northeast Tacoma, Regents Park, South Tacoma, Titlow Beach)	12	2,504	900	409	135	
Taylor			1	1		
Tolt (School District 165)	1	1				
Tonasket	1	1				
Walville	7	7				
Washougal, RD. 1		15				
Woodinville (District 23)	1	1				
Yakima	1	12	23	11		
Total	113	3,264	5,045	1,884	1,132	
West Virginia.						
Huntington			14	7		
Wellsburg (including Beech Bottom, Follansbee)	1	10	16	8		
Wheeling (including Benwood, Bridgeport, Ohio, East Bridgeport, Elm Grove, McMechen, Williamson)			194	95		
Total	1	10	224	120		
Wisconsin.						
ntigo	1	15				
pleton (including Combined Locks, Little Chute)	1	19				
Beloit (including Afton, Clinton, Rockton, Ill., South Beloit, Ill.)	3	31	43	18		
Blackwell	1	10				
Chippewa Falls (including Anson, Cornell, Eagle Point, Hallie, Irving, Lafayette, Tilden)			6	3		
Cudahy (including Fernwood, St. Francis, Stormy Hill)	3	58	515	362		
De Pere	1	1	2	1		
Eau Claire (including Seymour, Union, Washington, Altooma)	1	18				
Fifield (Devine Rapids School)	2	13	1	1	20	
Fond du Lac	2	33	68	41		
Grand Rapids (including Bison Village, Port Edwards, Rudolph, Saratoga, Seneca, Siegel)			17	13		
Green Bay (including Duck Creek)	3	68	274	171		
Janesville	1	11	42	19		
Juneau	1	5	3	2		
Kaukauna			111	82		
Kenosha (including Pleasant Ferry, Somers)	25	295	132	69		
Kohler	1	53	25	4		

STATEMENT 1—Continued.

State and city or town.	Number of classes.	Total enrollment.	Names furnished.		Blank supplies furnished.	
			Candidates.	Candidates' wives.	Educational record cards.	Letters of invitation.
Wisconsin—Continued.						
La Crosse (including Barre Mills, Holmen, La Crescent, Minn.; Midway, Onalaska, West Salem)	2	52	44	23		
Ladysmith	1	30	7	3		
Madison (including Burke, McFarland, Sun Prairie)	24	617	129	58		
Manitowoc	1	29	49	11		
Marinette	2	44				
Marshfield (including Bakerville, Hewitt, Lincoln, McMillan)	1	23	15	8		
Menasha	1	14	14	11		
Menomonie	1		34	19		
Milwaukee (including East Milwaukee, town of Greenfield, town of Lake, Wauwatosa)			3,439	2,166	570	
North Milwaukee	2	24				
Port Washington (including Belgium, Cedarburg, Fredonia, Grafton, Miquon, Saukville)	4	25	21	13		
Prentice, R. D. 1	1	2				
Racine (including Ives, Lakeside, North Racine)		430		99	43	
Rhinelander	1	10		34	19	
Sheboygan (including Howards Grove, Mosel)				320	172	600
Sheldon	1	5				
South Milwaukee (including town of Oak Creek)	2	45		61	37	
Stoughton	2	46		35	18	80
Superior				398	100	
Tomahawk				4	3	
Two Rivers	1	11		36	19	
Washburn	1	17		6	5	
Waukesha	1	29		93	54	
Wausau (including Rothschild, Schofield)				29	16	
Total	95	2,083	4,991	4,213	1,076	680
Wyoming.						
mbria	2	37				
earmont			3	3		
vanston	1	11				
Hanna (including Elmo, Evansville)	3	81	5	1		
Kemmerer (including Conroy, Elkel, Frontier, Glencoe, Oakley, Quealey)	3	64				
Laramie	1	9	8	1		
Rawlins			13	6		
Rock Springs	7	129	125	41	133	
Sheridan (including Arvada, Dietz, Model, Ulm)	2	31	6	1		
Superior (including South Superior)			23	9		
Total	19	362	183	62	133	

STATEMENT 2.—Cooperating communities, no statistics available.

Alabama:
- Adamsville.
- Adger.
- Alton.
- Avondale.
- Belle Sumter.
- Beltona.
- Blossburg.
- Brighton.
- Brookside.
- Burbank.
- Coalburg.
- Copeland.
- Covington.
- Dolomite.
- East Lake.
- Flattop.
- Henryellen.
- Irondale.
- Johns.
- Kimberly.
- Leeds.
- Lewisburg.
- Littleton.
- Lovick.
- Maben.
- McCalla.
- Morris.
- Mulga.
- Oxmoor.
- Palos.
- Pinson.
- Porter.
- Republic.
- Sayre.
- Sayreton.
- Shannon.
- Short Creek.
- South Highland.
- Tallassee.
- Thomas.
- Trafford.
- Trussville.
- Vinegar Bend.
- Warrior.
- Watson.
- Woodward.

Arizona:
- Clarkdale.
- Flagstaff.
- Hayden.
- Morenci.
- Superior.
- Tombstone.
- Tucson.

Arkansas:
- Bonanza.
- Booneville.
- Huntington.
- Ursula.

Alaska:
- Nome.
- Perseverance.

California:
- Bard.
- Chino.
- Coronado.
- Dorris.
- El Centro.
- Gilroy (including school districts of Adams, Live Oak, Rucker, San Martin, San Ysidro, and Sunnybrook).
- Gonzales.
- Grass Valley.
- Hanford.
- Hayward.
- Lodi.
- Los Banos.
- McCloud.
- Madera.
- Martinez.
- Montara.
- Moss Beach.
- National City.
- Nevada City.
- Oxnard.

California—Continued.
- Palo Alto.
- Point Richmond.
- Ransburg.
- Redlands.
- San Bernardino.
- San Fernando.
- San Gabriel.
- Santa Ana.
- Ukiah.
- Van Nuys.
- Weed.
- Westwood.
- Whittier.
- Willits.

Colorado:
- Akron.
- Bowen.
- Cameron (Independence P. O.).
- Canon City.
- Central City (including Black Hawk, Nevada, Russell Gulch, Tolland).
- Colorado Springs.
- Craig.
- Eaton.
- Eureka.
- Farr.
- Fort Morgan.
- Hillrose.
- Ideal.
- Jansen.
- Merino.
- Monte Vista.
- Pictou.
- Pueblo (Minnequa School).
- Rockvale.
- Rouse.
- Somerset.
- Sopris (Plaza School).
- South Canon City.
- Starkville.
- Superior.
- Valdez.

Connecticut:
- Bristol (including East Bristol, Forestville).
- East Windsor.
- Glastonbury.
- New Milford.
- Norwalk.
- Terryville.

Delaware:
- New Castle.
- Wilmington.

Florida:
- Jacksonville.
- Ybor City (Tampa P. O.).

Idaho:
- Blackfoot.
- Coeur d'Alene.
- Gibbs.
- Hope.
- Kellogg.
- Lava Hot Springs.
- Roselake.
- St. Maries.

Illinois:
- Beardstown.
- Belleville (including Dewey Station).
- Cherry.
- Dundee.
- Granville.
- Harrisburg (including Carriers Mills and Ledford).
- Hoopeston.
- Kincaid.
- Lincoln.
- New Athens.
- Phoenix.
- Princeton.
- Roanoke.
- Rochelle.
- St. Charles.
- Springfield.
- Toluca.

Indiana:
- Clay City.
- Clinton.
- Elkhart.
- Fairmount.
- Hymera.
- Indianapolis.
- Madison.
- Rushville.

Iowa:
- Ames.
- Bancroft.
- Charles City.
- Cooper.
- Dallas Center.
- Dubuque.
- Elma.
- Fort Madison.
- Gilmore City.
- Granger.
- Hubbard.
- Indianola.
- Jerome.
- Jewell.
- Lake City.
- Lake Mills.
- Milford.
- Moulton.
- Muscatine (including Blue Grass and Fairport).
- Orange City.
- Pocahontas.
- Red Oak.
- Rock Rapids.
- Rutland.
- Waterloo, East Side.

Kansas:
- Atchison.
- Aurora.
- Belvue.
- Clayton
- Concordia (including Jamestown).
- Hamilton.
- Horton.
- Isabel.
- Kirwin.
- Maryville.
- Munden.
- Newton.
- Palmer.
- St. Peter.
- Wichita.
- Wilson.

Kentucky:
- Henderson.

Louisiana:
- Gretna (including Jefferson Parish).
- Independence.
- New Orleans (including Algiers, Amesville, Chef Menteur, Gentilly, Lakeview, Lee, Little Woods, McDonoghville, Milneburg, Pontchartrain Grove).

Maine:
- Biddeford.
- Franklin.
- Westbrook.
- Winthrop.

Massachusetts:
- Amherst (including Cushman, North Amherst, Pelham, South Amherst).
- Arlington.
- Baldwinville.
- Bridgewater.
- Cohasset.
- Dedham.
- Everett.
- Ipswich (including Hamilton, Rowley, and Topsfield).
- Lowell (including Billerica, Dracut, and Tewksbury).
- Monson.

STATEMENT 2—Continued.

Massachusetts—Continued.
Natick (including Cochituate, Sherburn, and Wayland).
Needham.
North Adams.
Northampton (including Florence).
Peabody.
Pittsfield (including Dalton, Hinsdale, and Lanesboro).
Revere.
Rockport (including North Village, Pigeon Cove, and South Village).
Rutland.
Somerset.
Southbridge (including Charlton and Sturbridge).
Stoughton.
Turner Falls.
Wakefield (including Lynnfield and Reading).
Wareham.
Watertown.
Westfield.
Westford.
Michigan:
Alpha (including Dunn Mine Location).
Argyle.
Austin (Holly P. O.).
Bad Axe.
Boon and Henderson, District 7.
Bridgehampton, Districts 4 and 12.
Buel, Districts 1 and 6.
Calumet (including Centennial, Centennial Heights, Kearsarge, Osceola, Tamarack, and Wolverine).
Constantine.
Custer, District 3.
Delaware, District 8 (Mandan P. O.).
Dovagiac.
Elmer, District 1 (Sandusky P. O.).
Flynn (Brown City P. O.).
Greenleaf (Cass City P. O.).
Hancock (Ripley School).
Henderson, District 2.
Holland.
Iron Mountain.
Ishpeming (including North Lake School, R. D. 1).
Lake Linden.
Lake Odessa.
Laurium.
Lexington.
Ludington.
Manistee (including East Lake, File City, and Oak Hill).
Marine City.
Marlette, District 10.
Mio.
Onaway.
Palmer.
Ramsey (including Puritan Mine).
Rockland.
St. Joseph.
Sandusky.
Slagle, District 2.
Sturgis.
Three Rivers.
White Pigeon.
Minnesota:
Aitkin.
Ashby.
Askov.
Barrett.
Bemidji.
Blooming Prairie.
Border.
Bowlus.
Brainerd (including Barrows).
Minnesota—Continued.
Caledonia.
Caribou, District 81.
Carlton.
Cloquet.
Dilworth.
Elba.
Elbow Lake.
Elk River.
Fairmont.
Faribault.
Fraxee.
Grand Rapids (including Island Lake, Leipold, Maki, Schumacker School, Trout Lake, and Wawina).
Greenbush.
Hallock, Districts 8 and 11.
Haug.
Herman.
Hibbing (including Alice, Brooklyn, Dupond, Glenn, Kittsville, Latonia, Mace, Mahoning, Maple Hill, Mitchell, Penobscot Pool, and Stevenson).
Hines.
Hoffman.
Hopkins.
Houston, R. D. 6.
Jasper.
Karlstad.
Kettle River.
Kettle River (Rural).
Kinney (including Lucknow, Sharon, and Spina).
Knife River.
Lake Owasso, District 24.
Luverne.
Moose Lake.
Nicollet.
Owatonna (including Bixby, Havana, Hope, Medford, Meriden, Morton, and Pratt).
Palisade.
Quiring.
Roseau.
Roosevelt.
Salol.
Strathcona.
Swan River.
Swift.
Thief River Falls.
Triumph.
Warroad.
Wendell.
Willmar.
Winton.
Mississippi:
Biloxi.
Canton.
Collins.
Flora.
Gulfport.
Ridgeland.
Missouri:
Barnard.
Bragg City.
Caruthersville.
Centerville.
Chillicothe.
Cuba.
Elmo.
Higbee.
Kirksville.
St. Louis (including Maplewood).
Sedalia.
Sikeston.
Slater.
Webb City.
Montana:
Acushnet.
Alder.
Alkali, District 5.
Ballantine.
Billings.
Montana—Continued.
Bob Cat, District 77.
Bowdoin.
Bowdoin, District 38.
Bridger.
Caldwell.
Cascade.
Cheadle.
Coalwood.
Columbia Falls.
Content.
Content, District 41.
Cross S Creek School District 77 (Kingsley P. O.).
Cut Bank.
Dagmar.
Dodson, District 2.
Eddy.
Fallon, District 30.
First Creek (Rivulet P. O.).
Geder School (Valleytown P. O.).
Genevieve.
Greve.
Grimes Creek (Rock Springs P. O.).
Hanson (Whitewater P. O.).
Harb.
Harlem.
Hartwick School (Meredith P. O.).
Hazel, District 6.
Helena.
Hinsdale.
Kila, District 20.
Knobs.
Lebigh.
Libby.
Lloyd, District 24.
Lost Lake.
Lovejoy, District 30.
Malta.
Malta, District 2.
Marsh.
Marsh, District 47.
Mildred, District 47.
Nashua.
Nielsen.
Nielsen, District 22.
Norheim.
Olney, District 58.
Park City (rural).
Plevno.
Polson.
Poplar.
Regina, District 5.
Roundup.
Roy, R. D., District 73.
Saco, District 2.
Sand Creek.
Somers.
Spring Creek (Absarokee P.O.).
Turner.
Turner, District 14.
Ural.
Valleytown.
Wagner.
Wagner, District 3.
Westmore.
Whitefish.
White Water.
White Water, District 36.
Nebraska:
Belden.
Clay Center.
Coleridge.
Cornlea.
David City.
Duncan.
Fairbury.
Farnum.
Fullerton.
Gandy.
Geneva.
Grand Island.
Gretna.

STATEMENT 2—Continued.

Nebraska—Continued.
Hartington.
Hooper.
Humphrey, R. D. 2.
Humphrey.
Kimball.
Laurel.
Lawrence.
Leigh.
Lindsay, R. D. 2.
McCook.
Magnet.
Milligan.
Nebraska City.
Neligh.
Obert.
O'Neill.
Papillion.
Prague.
Schuyler.
Westpoint.
Whitman.
Wood Lake.
Wynot.
Nevada:
Dayton.
Elko.
Ely.
Fallon.
Lovelocks.
Reno.
Ruth.
Virginia City.
Winnemucca.
Yerington.
New Hampshire:
Concord (including Penacook).
Woodsville.
New Jersey:
Garfield (including East Paterson.)
Jersey City.
Lake (Almonesson P. O.).
Malaga.
Princeton.
Ventnor City.
New Mexico:
Carlsbad (including San Jose).
Gallup.
Gibson (including Heaton and Navajo).
Hurley.
Koehler.
Las Cruces.
Santa Rita.
Tucumcari.
New York:
Albion (including Fancher and Hulberton).
Amsterdam (including Cranesville, Fort Johnson, and Hagaman).
Baldwinsville.
Barneveld.
Clayville.
Fonda.
Fort Edward.
Glens Falls.
Lockport.
Manlius.
Memphis.
Northport.
Oswego.
Perry.
Shaleton (Buffalo P. O.).
Troy (including Green Island, Watervliet).
Walton.
North Carolina:
Concord (including Kannapolis).
Raleigh.
Tarboro.
North Dakota:
Belfield.
Bowbells.
Brocket.
North Dakota—Continued.
Buffalo Springs.
Casselton.
Center.
Des Lacs.
Devils Lake.
Dogden.
Esmond (Rural District).
Finley.
Forman.
Gackle.
German, District 6 (Pierce County Rural School).
Gerson School (Hebron P. O.).
Goldenvalley.
Grand Forks.
Heilbron, District 2 (Hebron P. O.).
Hettinger.
Joliette.
Linton.
Maddock.
Max.
McArthur.
McClusky.
Medina.
Minnewauken (Rural District).
Mountain
Nelson District (Nelson P. O.).
New England (Pierce County Rural School).
NewGerman, District 19 (Pierce County Rural School).
Odessa, District 15.
Park School District.
Selz.
Sheyenne (Rural District).
Strasburg, District 21.
Streeter.
Sweet Briar, District 17.
Towner.
Underwood.
Van Hook.
Washburn.
Webster.
Wildrose.
York (Rural School).
Ohio:
Anna.
Carthagena.
Crescent.
Glouster.
Kenmore.
Lima.
Masury.
Montezuma.
Napoleon.
Oberlin.
Palnesville.
Ravenna.
Spencerville.
Upper Sandusky.
Warren (including Champion, Howland Township, Leavittsburg, Lordstown, and Newton Falls).
Oklahoma:
Bartlesville (including Dewey and Smeltertown).
Blackwell.
Broken Arrow.
Gate.
Haileyville.
Kingfisher.
McAlester.
Marietta.
Pawnee.
Stigler.
Oregon:
Baker.
Blaine, District 27.
Burns.
Central Point.
Clatskanie.
Coquille.
Dennis (Vale P. O.).
Oregon—Continued.
Echo.
Enterprise Camp 1, District 86.
Linnton.
Marcola.
MillCity.
Mohler, District 28
Myrtle Point (including Langlois).
Prescott.
Rieth.
Silverton.
Svensen, District 1.
Wendling.
Westlake.
Westport, District 7.
Pennsylvania:
Ambridge.
Aultman.
Bakerton (Elmora P. O.).
Berwick (including W. Berwick).
Bethlehem (including Freemansburg, N. Bethlehem, S. Bethlehem).
Bolivar.
Cadogan.
Clymer.
Coal Run.
Coral.
Coudersport.
Coy (Homer City P. O.).
De Lancey.
Ernest.
Ford City (including McGrann, Manor Township, Manorville, Rosston).
Furnace Run.
Graceton.
Irwin.
Jenners.
Luciusboro (Brush Valley P. O.).
Luzerne.
Meyersdale.
Midland.
Mount Union.
Munhall.
Nu Mine.
Palmerton.
Pottstown.
Reed.
Rossiter.
Shenandoah.
Snyder (Homer City P. O.).
Stonycreek Township (Coleman P. O.).
Sykesville.
Walston.
Waterman.
Williamsport (including Newberry).
Wilmerding.
Wishaw.
Yatesboro.
Rhode Island:
Bristol.
South Carolina:
Abbeville.
South Dakota:
Armour.
Bellefourche.
Belmont Township.
Burr Oak.
Canton.
Cleveland Township.
Delmont.
Eagle Butte.
Greenway (Rural District).
Leola.
McIntosh.
Marion.
Miller.
Monroe.
Oacoma.
Renner.
Salem.

STATEMENT 2—Continued.

South Dakota—Continued.
Springfield.
Troy.
Tyndall.
Vermillion.
Wallace.
Watertown.
Webster.
Wessington Springs.
Tennessee:
Chattanooga.
Memphis.
Murfreesboro.
Nashville.
Texas:
Alief.
Athens.
Canadian.
Cedar Bayou.
Crosby.
Crowell.
Elgin.
Fort Worth.
Humble.
Huntsville.
Katy.
La Porte.
McAllen.
Manor, R. D. 2.
Manor, R. D. 5.
Mission.
Palestine.
Pflugerville.
Port Arthur.
Smiley.
Teague.
Thurber.
Uvalde.
Webberville (Manor P. O.).
Wichita Falls.
Utah:
American Fork.
Cameron.
Clear Creek.
Garfield.
Heiner.
Helper.
Hiawatha.
Ogden.
Ophir.
Price.
Rains.
Scofield.
Standardville.
Storrs.
Sunnyside.
Tooele.
Vermont:
Barre.
Bethel.
Ludlow.
Morrisville.
Northfield.
St. Albans.
St. Johnsbury.
Winooski.
Virginia:
Big Stone Gap.
Washington:
Anacortes.
Auburn.
Avon School (R. D. 1, Sedro Woolley).
Belleville (Burlington P. O.).
Bellevue.
Bellingham.
Biglake.
Blaine.
Bordeaux, District 67.
Bow, R. D. 2.
Bremerton.
Washington—Continued.
Burnett.
Carbonado.
Casland.
Casland, District 26.
Chehalis.
Chico, District 23.
Chinook School (Chinook P.O.).
Clearlake.
Clipper.
Connell.
Cumberland.
Curlew.
Danville, District 2.
Davenport.
Deep River.
Dockton.
Duvall, District 14 (including Cherry Gardens and Novelty).
Eagle Gorge.
Easton, District 28.
Elma, R. D.
Fairfax.
Fall City, District 185.
Fidalgo, District 2 (Anacortes P. O.).
Florence.
Frances School (Frances P. O.).
Harmony.
Harper.
Hobart.
Hoodsport, District 22.
Houghton, District 22.
Humptulips, District 112.
Ilwaco.
Juanita (Kirkland P. O.).
Lacey.
Lake Campbell (Anacortes P. O.).
Lake Forest Park, R. D. 6.
Lancaster.
Lincoln, District 36.
Lyman.
Lynden (including Everson, Glendale, Tenmile).
Manchester.
Manhattan (R. D. 3, Seattle).
Maytown, District 18 (Rochester P. O.).
McMurray.
Meadows, District 3.
Molson.
Monroe, R. D. 1.
Nahcotta (Ocean Park P. O.).
Nasel, District 36.
Nisqually, District 35.
Oak Harbor.
O'Brien.
Odessa, District 38.
Odessa, R. D. 2.
Point Roberts.
Port Blakely.
Port Gamble.
Prairie, District 88.
Rainier.
Redmond, R. D. 1, District 124.
Redmond, District 194.
Republic.
Ridgeway (Mount Vernon P. O.).
Ritzville.
Ronald.
Ruff.
Sedro Woolley.
Selleck.
Shelton.
Silverdale, District 24.
Snohomish.
Snoqualmie Falls.
South Bend.
Washington—Continued.
Sutico.
Three Lakes.
Tokeland.
Utopia (R. D. 1, Sedro Woolley).
Vancouver (including Hazel Dell, Lake Shore, Mill Plain, Minnehaha, and Orchards).
Vashon, District 176.
Walla Walla (including College Place).
Waterville.
Wilkeson.
Willapa School (Willapa P. O.).
West Virginia:
Charleston.
Farmington.
Idamay.
Logan.
Man.
Thomas (including Albert, Ben Bush, Coketon, Pierce).
Wisconsin:
Almena, District 4.
Ashland.
Auburndale.
Brantwood.
Butternut.
Catawba.
Clintonville.
Conrath.
Crystal Lake, District 8 (Elkhart Lake P. O.).
Dodgeville.
Eau Claire—
District 2.
District 4.
District 5.
Fifield, District 3.
Freeman (Ferryville P. O.)—
District 10.
District 11.
Hawkins.
Hurley.
Laona.
Marion.
Monroe.
Moquah.
Oconto.
Ogema.
Owen.
Phillips—
Deer Creek School.
East Hyland School.
Hillside School.
Lugar Route.
Minnick School.
Plattesville.
Stevens Point.
Sumner (Lehigh P. O.).
West Allis (including West Milwaukee).
Wyoming:
Acme.
Buffalo.
Carneyville.
Casper.
Diamondville.
Foxpark.
Gebo.
Gramm.
Green River.
Hudson.
Lenore.
Lusk.
Monarch.
Rock River.
Sublet.
Sunrise.

CERTIFICATES AND GRADUATION CEREMONIES.

In addition to the certificate of graduation which was issued and presented by the division with such success last year, certificates of recognition and approval of the school organization and certificates of proficiency have been prepared and used.

Five thousand and fifty certificates of recognition and approval have been presented during the past year. These are, as their name implies, an acknowledgment by the Division of Citizenship Training of the organized efforts put forth by public school authorities to furnish, in conjunction with this service, adequate means for providing instruction in English and citizenship to the foreign born. These certificates are furnished not only for display in every classroom in city or village schools where this instruction is given but are also sent to those remote communities where in some cases one foreign-born person is being prepared for the duties of citizenship by some patriotic public-school teacher, who, overburdened as she doubtless is, is carrying on this work without any reward but the satisfaction of doing a good deed. Letters received by the division show that these certificates are greatly appreciated by students and teachers.

The certificate of proficiency which was authorized this year has proved of great value in stimulating interest and enthusiasm on the part of candidates having first citizenship papers who have done good work and made satisfactory progress in their study of the language and of the United States Government but are not yet eligible for citizenship. By receiving this certificate of proficiency at the time the certificate of graduation is presented to qualified petitioners they are inspired to go on, complete the course, and qualify for the certificate of graduation when they are entitled to petition for naturalization. The students prize the certificates very highly. Their expressions range all the way from the most enthusiastic assertion of one man that he would not sell his diploma for a million dollars to the very practical one of a student who told a representative of the service that his boss had promised him a better job if he showed him that he had attended and graduated from night school.

The practice of making the presentation of these certificates an occasion of public ceremony has grown and is developing into an integral feature in this national force for raising up a loyal Americanism and displacing opposing spirits. Much interest has been taken in this phase of the work by local organizations, and their assistance has been exceedingly valuable to the public schools in preparing programs, in giving publicity to the occasion, and in providing entertainment and social features. The part taken by native Americans in these exercises and ceremonies brings home to them the value of their own citizenship, an appreciation of what it means and the responsibility of it, carrying as it does the necessity of always making the best use of it.

Many interesting accounts of graduation exercises are received, showing the thought and attention which is being given these ceremonies and the variety which can with advantage be introduced. One tells of the oath of allegiance being administered as at West Point, with the left hand on the flag and the right hand upraised. Boy Scout bands have furnished music for such occasions, especial interest attaching to the fact that in many instances members of the

bands were sons in families of those becoming naturalized. A few extracts from letters descriptive of these events follow:

The president of the board of education awarded the certificates of graduation and the certificates of proficiency. He also read the personal history of each student and the students were warmly applauded as they stepped forward to receive the official recognition of their efforts. * * * The meeting was adjourned following the salute to the flag and the singing of "America." (Rutherford, N. J.)

We have had to close down because of the demands of the closing months of day school, but shall resume the work with a corps of experienced people during the summer months. Our interest has kept up remarkably well during the night-school season and not a single Americanization class had to be discontinued during the year. Nearly 50 people took our closing examination for the departmental certificate and about 40 will receive it. We shall make the graduation a big affair on April 17. The district Federal examiner will be present and present the diplomas. (Chisholm, Minn.)

Undergraduates were given seats on the stage. So well had the graduating class been trained that they sang every verse of "America" without the aid of a book. Generous place was given on the program to members of the graduating class. One of the most pleasant numbers on the program was the recitation of "Independence Bell" by a little foreign girl, the daughter of one of the graduating students. Her rendition of this beautiful poem was splendid. (Bethlehem, Pa.)

Between the speeches the audience was entertained by vocal and instrumental music furnished by 50 school girls, a church choir, and a Ukrainian group of men and women. The Ukrainians sang their folk songs and hymns. (Allentown, Pa.)

This was the first attempt we had made at anything of the kind, and it was a decided success. The court room was filled with representative people, the program consisting of addresses and music, vocal and instrumental, and closing with the entire audience giving the pledge to the flag. * * * If I can be of service to the department in furthering this idea, I shall consider it an honor to serve you. (Decatur, Ill.)

Your representative will probably make a very favorable report to you regarding the exercises of last Friday evening. I am very sure, however, that he will not make a report on one real feature of the evening, namely, the splendid address which he gave to the naturalization class. His address was a gem. (Holyoke, Mass.)

Each new woman citizen was given a bouquet of flowers in red, white, and blue. Each new citizen was given a small silk American flag, the gift of the Elks lodge. A naturalization examiner quizzed the graduates as to their knowledge of American citizenship responsibilities and the answers were so prompt, complete, and correct that the Government official turned to the big audience and said that he doubted if many of the citizens in the audience could answer his questions as correctly and promptly. The program indicated a very strong community spirit. (Alameda, Calif.)

First annual reception to new American citizens was given by the citizens' committee at High School Auditorium, "an event notable in the annals of this community and one that will long be remembered by those fortunate enough to be present and to participate." Addresses were made by the judge of the naturalization court and the superintendent of schools, who welcomed the new citizens on behalf of the city and congratulated them. One of the new citizens responded to the welcome for the class. (Woonsocket, R. I.)

It is a pleasure to report to you that one of the important results of the evening school term just ended is the awarding of 55 graduation certificates and 175 proficiency certificates to members of citizenship classes. While this number may not seem impressive, it is a nucleus about which inspiration to the rest of the alien pupils has centered. The plan of awarding such certificates is worth while. With thanks to you for your cooperation in our Americanization campaign. (Newark, N. J.)

We propose something like the following, which is submitted to you early that there may be suggestion from your office in time to arrange details. The whole thought is to keep it as informal as possible and as personal as it can be. We propose to follow it up with a committee who shall personally see that these people exercise in the fall their franchise by voting.

This last was from Olympia, Wash., and resulted in setting apart June 21, 1920, as Naturalization Day for Thurston County. Twelve

different countries were represented on the committee on arrangements, and various organizations had a part in making the occasion a complete success. At no expense to the candidates for citizenship coming from outlying neighborhoods lodgings and supper were furnished and an entertainment at one of the local theaters. The Naturalization Day program was exceedingly neat and attractive, bearing extracts from Lincoln's Gettysburg speech and Franklin K. Lane's flag speech, the names of the newly made citizens and of the committee on arrangements, and the autograph signatures of the participants in the program, including the governor of the State, the supreme court judge, the chief naturalization examiner, the judge of the superior court, and the past exalted ruler of the local lodge of Elks. There is very evident intention of making use of the impetus thus given to good citizenship in Olympia and Thurston County.

THE TRAINING OF TEACHERS FOR ENGLISH AND CITIZENSHIP CLASSES.

A study of the work initiated last year and carried on by many higher institutions of education at the suggestion of the Division of Citizenship Training reveals a steadily increasing interest in citizenship education. Universities, colleges, and normal and industrial schools in all sections of the country have awakened to the necessity of providing trained teachers for this work. Not only are resident Americanization courses offered but special summer courses in Americanization and citizenship are being given in an increasing number of institutions. In addition to these types of instruction, lecture courses, correspondence courses, Americanization conferences, teachers' institutes, package libraries, and film service represent the ways in which the work is handled.

An even more direct contact with the public schools through these institutions is obtained through classes in operation throughout the different States under the tutelage of university extension divisions. The cooperation between the extension divisions of State universities and the Division of Citizenship Training has made possible the successful maintenance of many classes, both in rural communities and in cities and towns.

To comply with the requests of institutions planning to initiate Americanization work for types of courses best adapted to the varying needs of Americanization workers, the division has recently selected from the prospectuses and bulletins submitted by the different institutions engaged in this work the most popular courses and subjects, and has compiled this information. It presents a suggested resident course in Americanization, immigration, and citizenship, a suggested summer course in Americanization, a suggested extension and correspondence course in Americanization, and suggested topics for institute lectures.

THE FEDERAL CITIZENSHIP TEXTBOOK.

That this publication, distributed free to candidates for citizenship in the public schools, is continuing to meet a genuine need is evidenced from many quarters. The following represent some of the expressions received from public-school officials and others engaged in providing citizenship instruction in California, New York, Massachusetts, Montana, Connecticut, New Jersey, and Texas, while from these and

other States similar expressions have been received which space again does not permit quoting:

I have nine different schools for adult students at the present time in which such material can be used to advantage. In many of the classes now under way in this district the schools are utterly lacking in suitable material and I am pleased to know that the Government has material for distribution to schools

In January you sent us 100 copies of the Federal Citizenship textbook by R. F. Crist. These have proved useful in our Americanization classes, but the supply was not sufficient to meet the demand. We would appreciate it if you will send an additional supply.

Thank you for all the material sent. As we are organized at present the textbook seems to be the thing that fits our need and we shall be glad if we can have 15 copies as soon as possible.

We are making use of this textbook wherever possible, and we are very much pleased to have this book to hand out to the foreign-speaking men and women who come into our evening school or Americanization classes. I find that some of them who can not read the book take it home and get their children who are going to the public day school, who can read, to read it to them and interpret it at home. I want to thank you for your continued kindnesses to us.

We have already started a citizenship class and have eight in quite regular attendance. Our class meets twice a week at 7.15 and works for two hours. The textbook issued by your department is the main basis of the work.

I am most thankful, indeed, for the receipt of these books, as they are a very valuable asset to us in our Americanization and citizenship classes.

About one year ago a representative of your department left with us a few copies of the Student's Textbook, which we used with marked success in our night school for foreigners. We have a much larger class now and would like to have 100 copies of this book, if we may.

When in 1916 the textbook was prepared, its imperfections were realized and the aid of those qualified to work a revision requested. With the feeling that only the basis for a fundamental general knowledge of our language could be embodied within the compass of a small book, the treatment of the problem of special conditions and vocations was planned for in supplemental parts. These have since been issued in special loose-sheet form, covering penmanship and vocabularies relating to agriculture, carpentry, coal mining, logging and lumbering, safety terms, and a chart of the form of Federal Government.

Many helpful suggestions for the revision of the textbook have been received from thoughtful, patriotic educators to whom appreciation is herein expressed.

Many letters might be quoted to indicate the assistance which is being given through the distribution of these supplementary publications. A few will have to suffice:

I am in receipt of a copy of the penmanship sheets published under your direction. We would be glad to have 600 sets of these sheets. * * * We have 600 in our English and foreigners class and many of them are in preparation for citizenship papers. Our naturalization officer, Mr. John Speed Smith, has been instrumental in sending into these classes all aliens who need the training that these classes afford.

The special vocabularies you have prepared are proving very helpful.

Let me congratulate you upon the chart. I think that it is one of the best things yet presented to the student.

Table E shows that the other parts of the textbook have been equally popular and that there has been growth in this as in other phases of the division's work. It will be noted that the distribution of the Federal textbook during the past fiscal year almost reaches the 100,000 mark, an increase of more than 3,000 over the preceding year.

The decrease in the number of manuals furnished is accounted for by the fact that in most cases the work has been in charge of the same teachers as last year and therefore additional manuals were not needed. The number denoting the distribution of penmanship sheets, indicates not only those which accompanied the textbooks sent out this year but also others furnished to supplement those supplied in the previous year but still in use in English and citizenship classes.

The Federal Government chart was published rather late in the year and its distribution, like that of other parts of the textbook, is limited by law to candidates for citizenship, yet more than 30,000 were requisitioned and furnished and as many others could have been sent out in response to requests from instructors in high-school and college civics classes had this been possible.

The demand for the special vocabularies has been very great. That the results of their use have been most beneficial is shown by the requests received for the preparation of others covering specific industries and by the fact that during the period of the few months since they have become available over 89,000 copies of those already prepared have been distributed to the public schools at their request. Those in agriculture, carpentry, and safety terms were sent out in the largest number because of their value in almost every community, but although the use of the others was as a rule dependent upon a certain degree of localization of industries they have been called for in sufficient numbers to prove themselves of value.

TABLE E.—*Statement showing distribution to public schools of Federal Citizenship Textbook with its various loose-leaf parts and Teacher's Manual, for the fiscal years 1919 and 1920.*

Publication.	1918–19	1919–20
Manual	9,267	7,609
Textbook	95,303	98,958
Penmanship sheets	.....	159,756
Chart	.....	31,358
Special vocabularies:		
Agriculture	.....	14,139
Carpentry	.....	13,516
Coal mining	.....	8,512
Logging and lumbering	.....	3,836
Metal lathing	.....	7,482
Plastering	.....	8,714
Poultry raising	.....	8,661
Safety terms	.....	15,716
Wood lathing	.....	8,939
Total special vocabularies	.....	89,515

STATE CITIZENSHIP TEXTBOOK.

The suggestion has been made to State officials that a publication be prepared by each State for instruction upon State, county, and municipal government which shall be the complement of Federal Government as it appears in the Federal Citizenship Textbook. This has been received with favor in many States, and State textbooks have been or are being published, while others are in process of preparation, to aid in the making of good and intelligent citizens. In some instances the governors have placed the matter before the State boards of education, with recommendations. The following is quoted from a letter from Gov. J. H. Bartlett, of New Hampshire.

You may know that New Hampshire has taken advanced ground in the Americanization movement and that our new educational law which became operative September 1 has very broad provisions for the education of foreign born, both juveniles and adults. If you have not already done so, it might be advisable for you to send copies of the Teacher's Manual prepared by you, and any other publications bearing on the subject, to our State board of education.

In a letter relative to the textbook, Gov. F. D. Gardner, of Missouri, writes:

I have noted your statement that this is intended for those attending public schools. Also your suggestion that a similar textbook covering the government of the State, counties, and municipalities be prepared for use in the public schools along with your textbook. Therefore I have referred the matter to Prof. S. A. Baker, superintendent of public schools, for consideration. I heartily indorse your suggestions and hope they may be carried out in Missouri.

Gov. Charles H. Brough, of Arkansas, expresses approval in these words:

I suggest that you immediately get in touch with Supt. J. L. Bond, State superintendent, Little Rock, and confer with him as to the advisability of introducing this valuable publication in the schools of Arkansas.

From Idaho comes a line from Gov. E. W. Davis, as follows:

After only a hasty perusal, I feel prepared to say that I shall be glad to cooperate with the State department of education in any further work it may inaugurate along this line. I would suggest that you present the matter to the commissioner of education, Dr. E. A. Bryan, Boise.

Gov. Simon Bamberger, of Utah, writes:

While the idea of issuing a similar publication by the State appeals to me, I am inclined to leave matters of this character with the State board of education.

The State of Oregon is in the van in having already in use a State textbook, and Gov. Ben W. Olcott writes as follows:

I beg leave to advise that in the capacity of secretary of state, I have for several years been issuing what is known as the Oregon Blue Book, which covers all of the phases set out in your letter and a number of others. Through the kindly cooperation of Mr. John Speed Smith, chief naturalization examiner, with offices at Seattle, Wash., this Blue Book has been consistently used for the instruction of candidates for citizenship.

A letter from Hon. Henry K. Norton, executive officer, State commission of immigration and housing, of California, states:

At a meeting of the commission yesterday it was decided to have prepared a pamphlet on the organization of the State government which will be suitable for use in naturalization classes. Work will be commenced on this at once.

In the State of Pennsylvania, Hon. Thomas E. Finegan, State superintendent of public instruction, has the matter in hand, as shown by the following extract from a letter written in May:

My illness and long absence have prevented me from completing many of the projects which I have in mind and one of these is the syllabus on citizenship. It is, however, having attention now, and will be prepared as soon as the committee is able to complete the work. Our whole Americanization program has also been deferred, but I expect action will be taken in the near future and that we shall have a bureau established within the next month. When this is done I shall want one of the representatives of the bureau to visit your division, if agreeable to you, for the purpose of going over matters with you.

Hon. James F. Coxen, State director for vocational education, of the Wyoming Department of Education, writes for suggestions as to courses for teachers in which methods of organizing and conducting citizenship classes might be taken up, saying that as soon as possible

such a course will be organized in the University of Wyoming. He continues:

> I shall be very glad to do anything possible to assist in the promotion of this work in Wyoming. We expect to ask the legislature which meets next winter for funds for promoting Americanization, and I have little doubt that we shall get at least part of what we are asking for. I want to assure you that we are more than willing to do anything possible for promoting Americanization work in Wyoming. * * * If we can in some way get together on this matter I believe that better results can be secured than we can secure if we continue to work separately.

It would not be practicable to quote from all the letters from State officials bearing on this subject, but the correspondence shows profound interest in the subject of citizenship education on their part, that earnest efforts are being made to put citizenship instruction on a firm basis, and that the Federal plan as authorized by Congress and being carried out by the Division of Citizenship Training meets the need which is immediate and acute, as felt by the prospective citizen. In some States, notably California, there is a general movement to combine forces so that no energy may be wasted in working at cross-purposes.

STATE LEGISLATION.

Within the past three years affirmative legislation has been secured in approximately one-half of the States to further citizenship instruction. The reports received here have not been completely studied and only a passing reference is made to this fact.

Two States, North Dakota and Massachusetts, are referred to as indicative of the common action, although the conditions in these States are entirely dissimilar.

NORTH DAKOTA.

The report received from Miss Minnie J. Nielson, State superintendent of public instruction for North Dakota, presents a résumé of the citizenship instruction work in her State during the school year 1919–20, which indicates that her State has taken a great step forward in this important work. The extent of the effort is well demonstrated by her statement:

> In the 53 counties in North Dakota, 21 reported 40 public evening schools, with a total enrollment of 924 pupils. These persons ranged in age from 12 to 65 years, were of 14 different nationalities and from 28 different occupations. This movement is new in North Dakota and it has been difficult to get complete reports. Indeed, we realize that this report itself is not complete, as we have had information that at least seven other schools have been conducted with an estimated enrollment of over 200.

This report includes a reference to the public evening schools to which State aid was also granted during the year ended June 30, 1920:

> In addition to the schools herein mentioned we have in the State a number of schools whose entire expense was carried by the local districts, also other schools in which all of the work was done without remuneration of any kind.

One-half of the expense of the majority of these schools is borne by the State, under legislative authority and appropriation. The State is to be congratulated on the excellent showing made, particularly in view of the condition of its foreign-born population as to residence, the greater proportion of them residing in the country places rather than in the cities, and therefore correspondingly difficult to reach with the message of good citizenship.

Legislation in the State of Massachusetts was recently effected and is as follows:

(Ch. 295.)

AN ACT TO PROMOTE AMERICANIZATION THROUGH THE EDUCATION OF ADULT PERSONS UNABLE TO USE THE ENLISH LANGUAGE.

Whereas the deferred operation of this act would tend to defeat its purpose by making it impossible to put its provisions in force at the beginning of the next school year; therefore, it is hereby declared to be an emergency law, necessary for the immediate preservation of the public convenience.

Be it enacted, etc., as follows:

SECTION 1. The board of education, hereinafter called the board, acting through the department of university extension, established by chapter two hundred and ninety-four of the General Acts of nineteen hundred and fifteen, is hereby authorized, with the cooperation of the several cities and towns, to promote and provide for the education of persons over twenty-one years of age who are unable to speak, read, and write the English language, and to provide teachers and supervisors in Americanization work.

SEC. 2. Any city or town desiring to obtain the benefits of this act may apply therefor to the board, shall conduct the educational work herein provided for in conjunction with the board and shall be entitled to receive from the Commonwealth at the expiration of each school year and on the approval of the board one-half of the sums expended by it in carrying out the provisions hereof. Teachers and supervisors who are employed by cities and towns for the above purpose shall be chosen and their compensation shall be fixed by the local school committee subject to the approval of the board.

SEC. 3. In the schools and classes conducted hereunder, such instruction shall be given in the English language, in the fundamental principles of government, and in other subjects adapted to fit the scholars for American citizenship, as shall receive the joint approval of the local school committee and of the board. The said schools and classes may be held in public school buildings, in industrial establishments or in such other places as may be approved by the local school committee and by the board.

SEC. 4. For the purpose of this act the board may expend during the present fiscal year such sum, not exceeding ten thousand dollars, as may hereafter be appropriated, and thereafter may expend such sums as may be annually appropriated.

SEC. 5. This act shall take effect upon its passage. (Approved July 10, 1919.)

As will be noted, the language of the act has the great virtue of simplicity. It may well be viewed as a basis for similar State acts. It recognizes, first, the complete State responsibility and provides for the sharing of the expense of education for foreign-born adults. This law has been followed by greatly increased activity throughout the State. This phase of education is also being stimulated by the division of university extension through the use of motion picture films. A very comprehensive plan of cooperation has been laid before the superintendents of schools and directors of immigrant education by the State supervisor of Americanization, Mr. John J. Mahoney.

In his letter to school officials Mr. Mahoney says:

Heretofore, as you know, there has been no official cooperation throughout the State as a whole between the schools and the Federal agency that is directly charged with the responsibility for naturalization. And the immigrant has suffered greatly thereby. The terms of the agreement arrived at should eliminate largely the difficulties that have attended hitherto on the naturalization process. A little later I shall submit for your consideration more detailed suggestions as to how this cooperative plan may be worked out. Meantime, let me give you assurance that the chief naturalization examiner for New England and his staff are disposed to work in hearty accord with the public schools. They can give us no little help. We can give them no little help. By working together much can be accomplished, and many of the annoyances of the past set aside.

STATE WORK IN CONNECTICUT.

The State of Connecticut, in furthering its State Americanization law, has during the past year appointed Robert C. Deming as State director of Americanization. In his report of the work of the Americanization department for the first six months he outlines the plan which will be followed and indicates good progress already made. As a part of the State board of education, it will avail itself of the machinery thus provided, working particularly with the evening school department. The State director is responsible for local directors in designated towns, paid jointly by the State and local school board, who make surveys, form local committees representative of all factors in the community life, assist the local school authorities in the establishment of classes, interest the foreign born in attendance thereon, enlist public sentiment, improve living conditions where necessary, protect the foreign born from imposition by giving information on all subjects, and create in them a voluntary desire for citizenship, at all times placing the responsibility upon the shoulders of the school board. The local directors report monthly to the State director.

The State director has the assistance of a bureau of foreign language speakers comprising American citizens of foreign birth. This bureau furnishes speakers for meetings through the State when local speakers can not be obtained. The State director also makes much use of newspapers, posters, slips in pay envelopes, Americanization buttons for declarants enrolled in classes, a motion picture called "The Making of an American," and additional features for maintaining interest. In addition to part payment of salaries of local directors by the State, aid is given by conducting institutes for the training of teachers in Americanization instruction. These are under the supervision of an instructor who organizes and teaches classes, demonstrating not only the means and method employed, but the ease and success of such an undertaking. A summer institute is held at New Haven for the training of teachers. There is also a State grant of $4 for each pupil in average attendance of 75 sessions in approved Americanization schools.

In some instances expenses were shared by employers and organizations, but this was considered merely as a temporary expedient, it being held that "all of the teaching and instruction in any community ought to be under the direction of the public schools, that the public, the employee, and the employer be certain that the work is wholly disinterested." The State director is in touch with 128 towns through full or part-time directors. In closing the report, Mr. Deming emphasizes the fact that the education of all illiterates in the fundamentals is a municipal function and that the responsibility for this rests with the school board, recommends additional legislation to further the systematic prosecution of the program undertaken and the employment of two or more trained field agents who shall be free to spend necessary time in any one town to criticize, suggest, advise, and instruct wherever advisable.

An agreement between the Americanization department, the department of evening schools, and the Division of Citizenship Training with reference to promoting the organization and conduct of classes in citizenship has been practically effected.

NEW YORK STATE.

Progressive legislation enacted in the State of New York makes possible the fine system which has been adopted by Hon. John H. Finley, commissioner of education, through the State department of immigrant education of the University of the State of New York. The entire State has been divided into zones and a director appointed for each zone, under the supervision of Mr. William C. Smith, supervisor of immigrant education. Much attention is given to the preparation of teachers for the special work of instructing foreign-born adults, courses being offered in the colleges, universities, and in teachers' institutes throughout the State, and in this connection the National League for Woman's Service is cooperating with the department of immigrant education by giving intensive training to women who will serve the State as teachers and aids in night schools and community centers. The following quotation from the first lecture in the course given by Mr. William C. Smith, states the problem well:

> New York has wiped out child illiteracy, but the greater job now is to educate adults. The most pitiful side of our social life to-day is the great gulf we permit to form between the foreign mother and the child whom we teach English. We have got to carry the mothers and fathers along with the children. Education is the only answer to all the problems of Americanization.

As a basis for classroom work a citizenship syllabus has been prepared by experts on the various subjects, covering "the salient facts of citizenship, naturalization, the voting system, and our laws as they affect the everyday life of the citizen," together with methods of presenting these subjects. The Federal textbook furnished by this division is used in these classes.

The following interesting paragraphs, indicating the enthusiastic and practical methods adopted by the zone directors, are quoted from a report to the division by Miss Grace M. Easterly:

> As director for zone 9, known as the northern district, I am organizing classes in English and citizenship throughout the counties of Jefferson, Lewis, Oswego, and St. Lawrence. Because of the fact that the average teacher in the night-school classes is not trained to handle matters of citizenship in the practical way the men desire, I am organizing the citizenship classes both in the night schools and factory classes, securing as teachers lawyers, representatives of the police department, fire department, board of health, board of education, city officials, etc., thus bringing to the men that particular phase of American government and having it presented by the official of that department. We feel that we are gaining not only a more practical knowledge of the government on the part of the men, but that by bringing together the foreign-born men and the American officials on a common ground of meeting, we are paving the way for a better understanding on the part of each of the life and ideas of the other and thus making for a really more intelligent citizenship.
>
> The Jefferson County Bar Association has volunteered to teach the naturalization work in the purely governmental end of civics. In Watertown we are maintaining classes in the public schools, in my office, and in homes, and are now starting classes in the factories. A class of 76 men was organized last week in the Babcock factory. All of these men are candidates for naturalization. It is not possible for them to take such work in the public schools, but the work is being done directly under my supervision, representing the State board of education. In the night schools of the city, we have registered over 100 men, all of whom need naturalization textbooks. (A request for copies of the Federal Citizenship Textbook to be sent to various individuals follows.)

Extensive preparations are now under way for the coming school year which should bring the public-school educational advantages to the attention of the foreign born in every part of the State. In

response to a letter calling attention to the plan adopted in Massachusetts, Commissioner Finley writes as follows:

Thank you for your letter of March 29 and its inclosure. In our immigrant education work, we will welcome real cooperation of your Bureau of Naturalization along lines similar to those now in effect in Massachusetts and other States, as proposed by you. To bring about this end, I shall be glad to have our Mr. W. C. Smith, who is in charge of this work, meet you or your representative in New York, in the near future, to confer on the matter. In the meantime, will you not be good enough to send Mr. Smith, at this department, all the material you issue, including the revised reference book on citizenship, so that he may familiarize himself with it before the conference, which we hope may be arranged? Appreciating your offer of cooperation, I am, etc.

STATE OF UTAH.

The law in the State of Utah provides for compulsory attendance upon public evening-school classes of persons between the ages of 10 and 45 years who can not use the English language, for the establishment of classes to meet the needs of such persons, for the appointment of a director of Americanization in the State department of education to supervise and standardize the work throughout the State, and an appropriation of $20,000 to make this legislation effective. This act took effect September 1, 1919. Under its provision Mr. Arch M. Thurman was appointed State director of Americanization. Attendance upon public-school classes throughout the State kept up well, and it was not found necessary to invoke the compulsory feature of the Americanization law in a single community. In March an intensive campaign in the interests of better schools was conducted, the special features of which were the distribution of literature and the holding of mass meetings throughout the State. Some of the leading educators of the United States gave addresses at these meetings. Commercial clubs gave very material assistance by making local arrangements and routing the various speakers. The extension division of the University of Utah is cooperating in the work by offering teacher-training courses, and through the efforts of the director of Americanization and the Naturalization Service an Americanization course will be given at the University of Utah Summer School, at which Mr. Thurman will himself give a course of lectures.

RURAL WORK.

An outstanding feature of the division's effort to carry the message of good citizenship to the applicant on the farm or in small towns has been the cordial reception accorded its proposal. From a reading of the figures and comments which appear below, it is clear that the county public-school system has become its ally in unmistakable terms. In Minnesota 58 county superintendents and their teaching staffs, as county organizations, are cooperating with the division, and from these have been received expressions of appreciation and enthusiasm. Many real difficulties have been encountered in that State, yet much good has been accomplished and the way cleared for a big successful push in the fall of 1920. Among the obstacles have been lack of funds for pay of teachers engaged in this branch of activity, epidemic sickness, the hindrances incident to travel and transportation in the country districts in the winter time, and the late start. County superintendents in California, North Dakota, South Dakota, Kansas, Nebraska, and Wisconsin, and county commissioners in Michigan, were approached with the proposal to introduce

rural citizenship instruction in their counties along the lines of the division's plan for individual rural citizenship instruction. Their responses were spontaneous and generous. More than 97 per cent of the replies received were favorable. The division has received, at the date this report was prepared, 40 acceptances from county superintendents in Wisconsin, 26 from those of North Dakota, 21 from California, 24 from South Dakota, 12 from Kansas, 16 from Nebraska, and 33 from the county commissioners in Michigan. Only a limited number of counties in Kansas and Nebraska were asked to cooperate. One hundred and forty-three county superintendents and commissioners desire to start next fall, and 29 indicate they are ready to commence immediately, proposing to carry on this work during the heated term through summer classes, by instruction in their own offices from time to time, or through local patriotic citizens under their supervision. In expressly waiving the alternative "next fall" suggestion of the division, many of these county officials added a remark to the general effect of "I am ready to start now. The schools are closed, but will endeavor to see that the candidates are instructed through competent means under my supervision." The attention of these superintendents had been called to the fact that the needs of the candidates for citizenship instruction were continuous, and did not cease with the closing of the schools. Supt. W. W. Woolworth, Lafayette County, Wis., stated: "If any [candidates] desire to do work now, I could accommodate them. I'll advertise the matter." Mr. Peter Anderson, county superintendent for Benson County, N. Dak., reported: "We, this office, selected tutors for most of candidates for final papers appearing at the June hearing. We have offered the same service to those who will appear in September. Applications for tutors are now coming to my office." These statements are representative of the patriotic spirit of the public-school officials and teachers, a spirit which is general and persistent among them, despite the failure of their employer, the public, to recognize the value of this work by paying them adequate salaries. Mr. H. J. Fitzpatrick, county superintendent for Scott County, Minn., when requested to state whether he would continue individual instruction of rural candidates during the summer, replied: "I desire you to continue forwarding textbooks for instruction. Instruction may be given by patriotic citizens. * * * Each class usually consists of one or at the most two members or candidates. * * *" Miss Edia A. Headley, county superintendent of schools, Rock County, Minn., states: "If you will continue to send the supplies, I will arrange with some one to undertake the instruction." Mr. G. A. Olson, county superintendent of schools, Koochiching County, Minn., reported: " * * * I shall be glad to do what I can toward sending these textbooks out to candidates during the summer. You may continue sending them to me." Mr. J. C. McGee, county superintendent, Beltrami County, Minn., states: "I shall be pleased to cooperate with you in the vacation and send out any material you may send me. * * *" These replies from Minnesota county superintendents were all in response to the division's request for continuance of rural citizenship instruction during the summer months.

It is clearly apparent that our rural public-school officials are awake to the nature of the work to be performed. A number of them, when approached by the division in regard to the necessity

of providing for the individual cases in the sparsely settled districts, have stated that there are none in their counties not speaking English, or none needing citizenship instruction. Upon the revelation to them by the division of the number of candidates, either declarants or petitioners, or both, residing within their educational jurisdictions, they evidence surprise and usually agree to assist on the basis of this showing. There are very few counties in the United States in which there are not persons of foreign birth of adult age needing instruction in citizenship. Some of the county superintendents request and receive from the division the names of the candidates from month to month, so they may get in touch with them and meet their educational needs. Some apply for instruction and study material from the division, to place the same at accessible points and where it will do the most good in reaching the rural candidates. A number have furnished the division with a list of the rural teachers in their communities already conducting citizenship classes or pledged to instruct in citizenship, or those who are interested in the subject and will teach all those whose needs come to their attention. Some are cooperating through communication with the local chief naturalization examiner. Still others, going further in the effort, supervise the work of anywhere from 1 to 14 or 15 citizenship classes in their educational jurisdictions. This cooperation is very effective and direct, and prevails in a very considerable number of counties. It is especially so where the foreign-born population is dense in the rural communities.

States in which one form or another of the above is in effect, with the number of counties affected, are: Alabama, 1; Arizona, 2; California, 10; Colorado, 2; Idaho, 1; Illinois, 5; Iowa, 16; Kansas, 14; Michigan, 12; Minnesota, 61; Mississippi, 1; Missouri, 3; Montana, 23; Nebraska, 27; Nevada, 1; New Jersey, 1; New Mexico, 2; North Dakota, 14; Oklahoma, 3; Oregon, 18; Pennsylvania, 3; South Dakota, 17; Texas, 6; Washington, 17; Wisconsin, 8; Wyoming, 3.

In the 26 States named 271 counties are cooperating with the division, in the special manner referred to. In these communities 144 citizenship classes have been in operation the present school year, in a kind of joint partnership with the Federal Government, through this division. This feature must not be lost sight of, that this particular activity is a rural activity. That is to say, the candidates live in country districts, or in small towns, this territory for the most part being within the jurisdiction of the county superintendents.

Further, great strides have been made in having the "Sims plan," so-called because of the name of the county superintendent chiefly responsible for it, extended to Montana and other northwestern States included in the district of the chief naturalization examiner at Seattle. This official recently sent out a call which resulted in some 20 counties in States in his district agreeing to cooperate along the lines suggested. The prospect for the expansion and effectiveness of this particular effort next fall, when the schools are again under full headway, is extremely bright.

The division was able during the year to send an educational representative into the coal fields of Pennsylvania. This action has met with most gratifying success. Reports to the division had shown the lack of citizenship classes and the great need for them

in the coal-mining region adjacent to Pittsburgh. A hasty survey showed that the miners were eager for an opportunity to learn our language and to secure information about our institutions but that the public schools were without funds to pay teachers, and in fact there were none experienced in teaching the adult. Conferences were held with municipal officers, public and professional people, representatives of the clergy, coal operators, and representatives of the United Mine Workers. The last-named organization voluntarily furnished the funds to start a large number of classes and sent a representative with the Government representative throughout that territory, who gave most substantial aid to the work of organizing the classes and in securing attendance of miners. The following excerpt from one of the reports indicates something of the activities and accomplishments at an early date after this field was entered:

> The school directors of Indiana County have given me splendid support; to date I have opened 12 schools in Indiana County. I have worked so fast the last two weeks that I have not had an opportunity to write up the reports on Coal Run, Aultman, McIntire, Chambersville, and Reed, Pa. In all these towns the schools have opened this week; all in the public-school buildings; and all taught by public-school teachers.

In this connection the brief letter to the Director of Citizenship given below, from Mr. James F. Chapman, county superintendent of public schools of Indiana County, Pa., is convincing:

> I wish to assure you that the work of your representative, Mrs. Mary A. Brosnahan, meets with my hearty approval. Already the work has a good start in this county. I will be glad to render any service possible in such a worthy movement.

The interest of the schools is again manifested by constant and interested attendance at courts throughout the naturalization hearings by city and county superintendents and teachers of adult citizenship classes. Until the public-school authorities appreciate in a most practical way the defects in their courses of study, whether in content or method or both, they will be unable to deal comprehensively with this vital part of their responsibilities.

The superintendent of Jackson County schools, Minnesota, Miss Nellie R. Rouse, states that she is delighted with the plan for training in citizenship of the applicants for naturalization. She believes it to be the most practical plan for reaching the scattered applicants in rural districts that has come to her notice. She will most willingly cooperate and finds the clerk of the court and others much interested in the plan for instruction.

In some counties there are so few who need citizenship instruction and these are so widely scattered that the only way to provide for them seems to be to assign each to some public-school teacher in his immediate vicinity, or to some well-qualified citizen, who will be responsible for the preparation of the candidate with the aid of the Textbook and Manual provided by the division, under the direction and supervision of the county superintendent. This is being done in a rapidly increasing number of counties, and at the same time classes are being established where there are even a few who can meet for classroom work. The name and address of the declarant is sent to the county superintendent, together with material for the use of both teacher and student, and he promptly communicates with the candidate and the local instructor in order that the work of preparation may begin at once. This method introduces the personal element with as little additional labor on the part of the county superintendent

as is possible to attain the desired result. The following encouraging information comes from Mr. Olaf Wasenius, superintendent of Mille Lacs County schools, Minn.:

Americanization classes for the foreign-born residents of this locality will be maintained throughout the spring and summer months. Is offered in every school district in Mille Lacs County. We have not found sufficient number at any one place for a class, but several teachers are giving individual instruction. This is entirely a farming community.

In keeping with the policy in prior years the division has continued to urge the advantages of having citizenship instruction continued throughout the summer, since summer classes serve those whose petitions are heard in the fall and have not been able to obtain sufficient instruction previous to the summer vacation. Increasing numbers of cities have adopted this plan and county superintendents are also doing so. Mr. J. F. Saegert, superintendent of Guadalupe County schools, Texas, writes:

Most of the schools are closed and the others will close within the next three weeks. The teachers are leaving for home or summer work until next September. I would rather take this matter up in September, as I do not see where anything can be done during the summer. Shall, however, be glad to try to get some of the teachers that remain to do some work if I can get them to do this work during vacation. Any further information or literature will be carefully filed, and I shall be glad to get that now, as it will enable me to formulate a definite plan to put before the teachers at our institute in September.

Miss Frances Clark, of Buchanan, Oreg., reports:

All Harney County teachers are willing to help, so I am sending directory to you.

From another part of Oregon Mr. J. E. Myers, superintendent of Crook County schools, states that the foreign-born population is very small and the aliens comparatively easy to teach owing to the influence of the American population. "The textbook is used to great advantage wherever possible," he says.

A report of the progress made in Morton County, N. Dak., under the direction of County Supt. H. K. Jensen, states in part:

Besides the schools I have mentioned above under my supervision there is a night school in Mandan under the supervision of Supt. C. L. Love. All of the schools I have under my supervision are in rural districts with the exception of the one located at Judson. The rural school teachers should be commended for aiding us in this work, as I find that they are more willing and apt to take hold of the work than a teacher in the village or city schools. They live with the people who are foreigners and realize the need of Americanization. It is my opinion that the number of schools under my supervision as above mentioned have people enrolled from about 20 districts in the county. We have received from your department all the necessary books, and I am well pleased with the cooperation that has been given me in carrying out this work.

Mr. J. E. Knight, superintendent of Hillsborough County public schools, Fla., reports that the board of public instruction is conducting English and citizenship classes, and—

As Americans and school officials we are very anxious that every foreign-born person avail himself or herself of the opportunities which are now offered. We can assure you that we welcome any help or suggestions which the Bureau of Naturalization may give. At present we are conducting two evening classes, one in Ybor City and the other in West Tampa, with a total enrollment of about 100. * * * Assuring you of our full cooperation in the Americanization program and thanking you for any suggestions which you may make from time to time.

The county superintendent of schools at Cut Bank, Mont., states that the clerk of the court and her office are cooperating in the work of assisting applicants for naturalization with their studies. She has

requested a quantity of supplies, stating that Glacier County has a large foreign population and that she expects to use these supplies in no small number as soon as the work gets started.

A letter from Mr. August Nikunen and his wife, Mrs. Sauna Nikunen at Tower, Minn., expressed their desire to join a class in English and citizenship, but stated that they could not do so since no classes were organized in their neighborhood and the nearest town was 8 miles from their farm. They asked the division to arrange to have a class started in a schoolhouse near them, stating that they and others in the neighborhood would attend it. First aid was given in this case by furnishing helpful literature, since the local schools were closing for the summer vacation. Steps were immediately taken to secure school facilities for that neighborhood under the county school plan of the division.

The following interesting information relative to rural citizenship instruction appears in the division's records:

Republic County, Kans.—John Jehlik, 70 years old, a naturalized citizen, has been instrumental in establishing throughout Republic County a number of classes which are attended almost exclusively by Bohemians. Mr. Jehlik himself teaches the class at Cuba, Kans. He conducted a canvass of the entire rural district of 12 miles radius and communicated by telephone or personal call with each alien. Commenced teaching two nights a week to a class composed almost entirely of farmers, many of whom could not speak the English language. Some worked on farms 8 miles from Cuba, but in spite of almost continuous rainy weather the pupils attended the classes and urged Mr. Jehlik to give instruction also on Sunday afternoon, which he agreed to do. During the summer when work on the farms was heaviest the class met once a week, and early in September resumed the semiweekly schedule. Mr. Jehlik arranges to have six or eight young ladies come in and sing patriotic songs and explains to the alien students the meaning of the words. Wherever a class is established Mr. Jehlik personally visits the place and instructs the teacher, furnishing the necessary supplies to start the work properly.

Louisiana.—March, 1919, at a conference between the Americanization committee of the State Council of Defense and the parent organization, a fund was set aside by the council to finance an Americanization campaign, the plan including the employment of a field agent to carry on the work. Mr. Archie Porter was appointed to this position, and has accomplished a really remarkable work throughout the rural districts of Louisiana. Classes have been established in Caddo, Jefferson, Plaquemines, Tangipahoa, and Orleans Parishes, with 23 teachers and 883 adult pupils. In instances where school officials were unable to secure teachers, the field agent located and appointed the instructors himself. He assisted in organizing and grouping the adult classes in the parishes, arranged for meeting places, which were more often held in vacant farm buildings or the homes of some of the pupils than in school buildings proper, and outlined to the teachers a general program for conducting the citizenship work. Where it was impossible to secure funds from municipal authorities for payment of teachers' salaries the Americanization committee assumed that expense.

Ludington, Mason County, Mich.—Letter from W. L. Kunkel, supervisor, Ludington, dated September 29, 1919: "Classes will be organized in the county during the month of October, which I will personally conduct. Being occupied in the city during the week, I shall find it necessary to conduct these classes on Saturday and Sunday. For those in the remote sections of the county I shall institute home study courses with periodical meetings at the courthouse in my office. The work here in Ludington has been a huge success, and the records show the effect of the classes conducted here. However, I feel that there is a great deal more to be accomplished, and shall not be satisfied until the entire county is on a 100 per cent basis. * * * The work in Mason County will be complete. The records will tell the story. A class of 40 or more will take their final step in January; 38 of these have attended my classes. About 40 will come up in June, and every man will have attended the classes. And so it will continue until all will have completed the circuit. It will make a bigger and brighter Ludington and a better community."

Custer County, Mont.—July 18, 1919, the county superintendent reported the establishment of a class near Kingsley post office, stating that the grown people attended the day schools at Cross S Creek. She expected to establish another class that fall near Kimball post office, where a number of Russians are anxious to be given instruction. She says: "Only yesterday a Russian from the Caucasus came in for a

book, and I helped him for an hour. His only help when he went home would be his two little girls, who attended school two years, but who have not been able to attend for three years because there is no school in their community. The great trouble in these rural districts is that local boards do not realize the importance of the Americanization work, and they hire girls to teach with practically no education and no ideas of service. They should pay enough to get capable teachers who would be of real service to the community. They should also pay a teacher for holding night school. Some very fine work was done by Miss Mitchell in the Bulgarian community of Cross S Creek, which I mentioned. She visited in the homes, sometimes for a week, showing the mothers how to cook American dishes, etc. This was done on her own initiative, because she enjoyed the work. This kind of work could be done in all of these communities if some kind of inducement could be held out to the boards to hire the right kind of teachers.

Phillips County and Hill County, Mont.—In the former county 48 textbooks have been supplied for the use of foreign born receiving instruction from 10 teachers, while in the latter county the number of students is approximately 50, with 20 teachers. The pupils are foreigners who are proving up on land under the homestead laws. They are scattered around on the prairies within a radius of 40 or 50 miles from the county seat. The work has been so successful in these two counties that efforts are being made to get other Montana county superintendents to adopt the plan.

Prairie County, Mont.—After having denied naturalization papers to a number of German-Russians because of ignorance, Judge C. J. Dousman took up vigorously with the county superintendent the necessity for citizenship classes throughout that territory. Judge Dousman suggested to the county superintendent the appointment of a male instructor who might be provided with a means of conveyance—a sort of itinerant instructor—who would hold school for adults at stated intervals at a number of localities in the district. A recent letter from the county superintendent states that she is organizing Americanization classes, and desires that 30 textbooks and 4 manuals be sent to her.

Thayer County, Nebr.—The county superintendent of schools is arranging throughout all the schools in the county to take up the instruction in citizenship training, and he will advise you or the department from time to time in regard to supplies needed. I think this is a very good move, and am sorry we could not get this work started earlier. We are willing to cooperate on this work and do everything we can to help fit these parties for good citizens." * * * (Excerpt from letter from clerk of district court, Hebron.

Burt County, Nebr.—Lieut. Stauffer, appointed by the county superintendent of schools to conduct the work, carries on classes for aliens residing within a radius of 10 miles. Examiner reports that these aliens prefer to have the classes held in the spring and fall, in order that they may drive to school in their cars. This would seem to present an unusual situation—prosperity first; desire for Americanism follows. Burt County is in the wheat and oat belt.

Platte County, Nebr.—In April, 1919, a class of 41—men whose ages ranged from 24 to 70—was organized in Platte County. Mr. J. C. Garlow, chairman of the old State Council of Defense, was largely responsible for the establishment of this class. Recently the clerk of the court of Platte County furnished to this office a list of all declarants and petitioners who had appeared before her and who seemed to be in need of instruction, and these names were referred to the county superintendent of schools, or in places where schools were already established, to the superintendents in charge of the classes. One interesting result of this work was the establishment of a class of about 25 nuns. These sisters are not allowed to attend regularly conducted public-school classes, but an instructor is provided in the convent by the mother superior and instruction is given there. These nuns will appear for their final hearing in June and July, 1920.

A plan for rural citizenship instruction evolved principally by Miss Flora Sims, county superintendent of schools, Phillips County, Mont., is particularly suited to rural areas. By this sytem the citizenship candidate when he takes his first naturalization step in the county clerk's office is sent from there to the office of the county superintendent of schools for an interview as to his educational needs. From this official he is sent to the public-school teacher living most conveniently to the candidate, from whom he receives the citizenship instruction. The books for instruction are sent to the public-school teacher by the county superintendent, to whom they have been supplied in the first instance by the office of the

chief naturalization examiner at Seattle. A form for noting progress is given the candidate. This is filled out by the teacher and forwarded through the county superintendent of schools to the chief naturalization examiner at Seattle.

RECORD OF PUBLIC-SCHOOL CLASSES REPORTED FOR 1,523 COMMUNITIES COOPERATING WITH THE DIVISION OF CITIZENSHIP TRAINING, SCHOOL YEAR 1919-20.

In the preceding year a questionnaire was sent out to cooperating public schools with request for information concerning enrollment and nature of classes, and 166 communities submitted reports. The data received were so valuable and illuminating that this year another report was asked for, this time quite early in the school year. The response was most gratifying, as reports either in whole or in part were received regarding 1,523 communities. These are presented herewith in tabular form.

A study of this table discloses some interesting facts. The term "indirect cooperation" refers to communities which are not themselves holding classes but where in order that school advantages may be extended to the widest possible area arrangements have been made to give their candidates for naturalization an opportunity of receiving instruction in a near-by town. "Total enrollment" refers to the whole number enrolled during the entire year; "Highest enrollment" to the largest number enrolled at any one time. The difference in these figures is accounted for by those who registered but dropped out because of illness, leaving town, discouragement, or lack of interest. The first two reasons are those over which there is no control, but the last two will no longer have to be reckoned with when a sufficient number of sympathetic, resourceful teachers have been specially trained for this work for, after all, effective teaching is the greatest incentive to attendance.

Communities for which classes available to the adult foreign born for instruction in English and citizenship were reported numbered 1,295, with a total enrollment during the year of 129,942, who were instructed in 4,241 classes. An average struck from these totals would give 30 students for each of the 4,241 classes. This fact is interesting when it is considered that many of the classes were in rural communities where perhaps only one or two were enrolled, and a considerable proportion in the cities where proper facilities, adequate teaching forces, and expert supervision make smaller classes preferable. The obvious inference which may be drawn is that in the greater number of communities where this work is being carried on the classes are large and unwieldly, due to the lack of a sufficient number of trained instructors. However, there has been such gratifying interest shown in the training of sufficient teachers for this work, the establishment of institutes by cities, counties, and States, in steadily increasing numbers, where this instruction is given, and the appropriation of increasing sums of money for citizenship instruction that in all probability next year's report will show a more adequate provision of teachers that will make smaller classes a possibility, and a consequent improvement in instruction.

An exceedingly gratifying disclosure is presented by the reports in the relative and actual increase in the number of day classes for

adults. From the limited number of communities reporting in the preceding year only 8 per cent, or 68, showed day classes for adults. The reports this year revealed an increase of day classes equal to nearly one-fourth of all classes, or 936. These figures are most significant since they show from the study and experience gained by the endeavor to solve this fundamental of education, that those who lead in this enterprise are providing instruction where and when most needed and at times when the mental forces are not at their lowest ebb as in the cases where classes were held only at the close of the day's toil. These day classes include not only those meeting during working hours in industrial plants, but classes in the homes for mothers who can not leave their children, or who, because of the Old World customs still in force, are not allowed to leave the houses unescorted by a male member of the family.

Nearly three times as many men as women were reported in the total enrollment, and the proportion of women given in the highest enrollment remained about the same.

It is interesting also to note the number of women enrolled as shown by the ages indicated. Plainly, the younger women are the ones who attend in largest numbers, those who are out in the world of work and more or less free from the conventions of their native lands. But the fact that nearly 5,000 foreign-born women who have reached the years of middle life broke through the shackles of home duties and Old World customs and exercised their rights as prospective American citizens is one which can not fail to arrest attention. And their influence must have spread to the old women, for not only were 326 between 51 and 60 years of age enrolled, but 48 over 60 years of age. How pathetic, yet how inspiring, is the picture which this brings to mind!

As to the men, it will be noted that there were two-thirds as many men between 31 and 50 enrolled as those under 31, which is most encouraging. The argument is often advanced that the older foreign-born men and women will not enter the public-school classes, either because they are ashamed to study with their sons and daughters, or because they have passed the time when acquisition of new knowledge is easy. The attendance of many white-haired men and women on postgraduate and special courses in all of our large universities shows that these objections are becoming less and less real to the native born, and the facts revealed by this table show the argument to be fallacious in its application to the foreign-born. The table shows that nearly 2,000 men and women between 51 and 60 years of age attended the classes reported, and 327 men and women over 60. It is a pleasure to call attention to the fact that of this number of elderly, earnest foreign-born students nearly 400 were women—women whose whole lives up to this time had been spent without any realization that they, too, were entitled to the benefits which their husbands and sons enjoyed. With suffrage for women now assured throughout the United States, this attendance of women upon the classes will surely increase. The foregoing comments relate to the 62,605 classified according to age. There were 67,337 whose ages were not given. It may be a fair inference that the attendance by ages may, therefore, be more than doubled all along the line in proportion as the two sexes are reported.

Summary showing number of cooperating communities, classes, enrollment, etc.

Total number cooperating communities for which reports were submitted	1,523
Communities for which classes were reported	1,295
Communities for which classes were reported not completely organized	228
Total number cooperating communities reporting classes available	1,295
Directly	694
Indirectly	601
Total number of classes	4,241
Day classes	936
Evening classes	3,244
Time not designated	61
Industrial classes included in above total	371
Average length of term (months)	5⅓
Average number of sessions each week	3
Average number of hours per session	2
Total enrollment reported for year	129,942
Men enrolled	96,794
Women enrolled	33,148
Total below 31 years	35,762
Men enrolled	27,683
Women enrolled	8,079
Total 31 years to 50 years	24,658
Men enrolled	19,812
Women enrolled	4,846
Total 51 years to 60 years	1,858
Men enrolled	1,532
Women enrolled	326
Total above 60 years	327
Men enrolled	279
Women enrolled	48
Number whose ages were not given	67,337
Highest enrollment at any one time during the year	121,741
Men enrolled	90,300
Women enrolled	31,441
Highest attendance for year	47,653
Men attending	36,841
Women attending	10,812
Average number of students enrolled per class	30

Table F presents an interesting study of nationalities and of their relative interest in American citizenship classes. As last year, the Italians lead in point of numbers reported, but whereas last year the Poles were second, this year Americans take their place while the Poles drop to third place. This change of rank from fourth to

second on the part of Americans shows that the public schools by organizing classes where candidates for naturalization are offered instruction in English, citizenship, and kindred branches of study, at the same time provide for adult illiterate Americans the means of overcoming the handicaps caused by lack of opportunities for education in earlier years, or by failure to take advantage of those opportunities when available.

Last year the Mexicans were eighteenth, forming 0.85 per cent of the total number of nationalities reported, but this year they stand seventh in rank with a percentage of 4.62. It is interesting to note that after the Poles, Russians are fourth, Slavs fifth, Hungarians sixth, Mexicans seventh, French eighth, Germans ninth, and Finns tenth.

TABLE F.—*Showing the number and per cent of the 67,374 pupils whose nationalities were reported.*

Nationalities.	Number.	Per cent.
Italians	12,782	18.97
Americans	10,497	15.58
Poles	7,771	11.53
Russians	5,034	7.47
Slavs	4,794	7.12
Hungarians	3,181	4.72
Mexicans	3,111	4.62
French	2,691	3.99
Germans	2,640	3.92
Finns	2,353	3.49
Canadians	2,063	3.06
Swedes	1,955	2.90
Greeks	1,720	2.55
Portuguese	1,536	2.28
English	1,231	1.83
German-Russians	1,173	1.74
Lithuanians	1,122	1.67
Spaniards	983	1.46
Rumanians	644	.96
Australians	93	.14
Total	67,374	100.00
Nationalities unreported	62,568	.....
Grand total	129,942	.....

This limited classification is caused by the failure to request a presentation of all nationalities enrolled, but only of the ones enumerated. It is hoped that conditions in the schools will improve so as to admit of complete classification being requested during the coming school year.

COOPERATION OF ORGANIZATIONS.

The year just completed has witnessed an ever-increasing tendency on the part of churches, women's organizations of various kinds, civic, and philanthropic clubs and societies to help in whatever way seems most practical in the Americanization work and the weight of their influence is adding materially to the results. Indeed, where there is no work under way the first steps are being taken by these organizations. Community-service workers are doing this in some localities, encouraging the establishment of educational as well as recreational facilities, improving living conditions, and organizing work along other lines as occasion seems to require. Valuable

cooperation is being given by churches, as indicated by the following extract from a letter to the chief naturalization examiner at Philaphia, from Miss Theresa Trimmell, working at the time in Gloucester County, N. J.:

This work in south Jersey was initiated by the Board of Home Missions of the Methodist Episcopal Church, and I have been appointed a social worker in this part of Jersey. As our program is only a few months old, we have not accomplished a great deal, but our general directions from headquarters are to set in motion any kind of welfare work most needed with the expectation that these projects will be taken over as soon as approved by the departments to which they would naturally belong. With this in mind, as soon as the classes were organized, the matter was presented to the local board of education where it was promptly indorsed and provision made for teachers to do the work and equipment that was needed.

Reports from the division's educational assistant working in the coal fields of Pennsylvania indicate splendid cooperation on the part of pastors of the various Catholic churches who have announced the citizenship classes to the parishioners at the services and otherwise lent their influence. This work has also appealed to the Knights of Columbus so strongly as to call forth the following resolution in regard to it:

Resolved, That Indiana Council No. 1481, Knights of Columbus, Indiana, Pa., heartily support the Naturalization Service, United States Department of Labor, and will render any assistance possible toward the education of the foreigners in order that they may know the true principles of Americanism and become true and loyal citizens of America, and know the Stars and Stripes as their flag.

The report, forwarding a copy of this resolution, states:

Mr. O'Hara, the recording secretary, presented me with the copy and assured me that all the members are anxious to do everything in their power to make the educational movement in Indiana County a grand success.

Also the following expression:

Resolved, That Punxsutawney Council No. 452, Knights of Columbus, hereby indorses the plan of the Bureau of Naturalization for the extension of knowledge concerning the principles of the United States Government by the establishment of night schools for the teaching of courses on civil government and kindred subjects to those desiring such knowledge. Further resolved that we hereby signify our willingness to cooperate, in so far as will not conflict with the proposed educational program of the Knights of Columbus, with the agencies of said Bureau of Naturalization in their efforts to establish and maintain such night school in the Borough of Punxsutawney.

The Division of Citizenship Training has not underestimated the value of this cooperation and has encouraged naturalization examiners to confer with pastors and officers of religious bodies, advising them of its citizenship education program and of the various material aids available to them for use with public-school supervised English and citizenship classes of foreign-born candidates for naturalization. Such conferences have almost without exception resulted in assurances of approval and support.

At Paterson, N. J., Mr. Raleigh Weintrob, principal of Public School No. 22, writes the division as follows:

I am conducting a class for foreigners at the Young Men's Hebrew Association and wish to use your text as part of the course of instruction. I shall greatly appreciate receiving any other material of this kind that you have for distribution.

At still another New Jersey point, Red Bank, Attorney at Law Mary Wooster Sutton makes the following inquiry:

I am secretary of the Monmouth Chapter of the Daughters of the American Revolution, and our regent, Mrs. Henry S. White, of Red Bank, and my near neighbor, is very enthusiatic over having the D. A. R. enter into Americanization lines. It is

quite possible that if you should suggest to Supt. Paul R. Radcliffe, Red Bank, N. J., that he use his influence to permit the D. A. R. to occupy a public-school room at certain times to instruct foreigners, the plan would be acceptable to all concerned. Question: Could the D. A. R. work with the Government and give the diplomas when earned by these foreigners who desire to become Americanized?

In Spokane, Wash., the Constitutional Government League is cooperating with the public schools in securing the attendance of all foreign-speaking people in Spokane, citizens as well as noncitizens, "to the end that the citizens may have a better understanding of their civic duties and responsibilities and in order that the noncitizens may qualify themselves for intelligent citizenship." The chamber of commerce and the employers' association are also cooperating with the schools.

Mrs. Bertha R. Williams, executive secretary, Home Service Section, Spring Valley (Ill.) Branch, American Red Cross, writes:

Your suggestion regarding the establishment of classes for American citizenship came just at the crucial time to help us solve a problem. We are anxious to establish evening classes for our discharged foreign-born soldiers, as well as other residents.

Splendid work is being accomplished by the Chicago (Ill.) Woman's Aid, as shown by the following extract from a report of the Americanization committee:

The Americanization committee (Mrs. Selig Greenebaum, chairman) put all its efforts into propaganda work trying to get the foreign non-English-speaking women into the public schools to understand and to speak simple English. We are working with the United States Department of Labor in trying to educate the wives of newly naturalized citizens, who automatically become voters, and who know absolutely nothing of their responsibility to the community. The committee visited 38 such women, distributed about 5,000 dodgers, invited the women of the neighborhood to the Holden School for simple English instruction or anything else they wanted to learn. Cooperating with us was every available agency in the district from the priest of the largest Polish church to banks, newspapers, and every sort of store. The principal, truant officer, and teachers also lent a helping hand and with optimism we await the results of the strenuous efforts made. Thanks are due to our committee who have worked so faithfully.

The American Legion, as might be expected, is entirely in sympathy with the Federal plan of furnishing advantages whereby the foreign-born may fit themselves for good citizenship, and through its local posts is giving strong support and assistance to the school officials, especially by encouraging attendance of prospective citizens upon the classes and by assisting in the public ceremonies attendant upon graduation exercises and citizenship rallies. An instance of this is indicated in the following extract from a letter written by Mr. C. C. Faries, post adjutant, at Globe, Ariz.:

Your communication with inclosure of copy of annual report of the Commissioner of Naturalization received this date, and on behalf of the post I will inform you that we are cooperating with your department through the examiner located in Los Angeles. The post plans to conduct a public ceremonial on the occasion of the final papers being awarded the present class of applicants. * * * Thanking you for the honor conferred on this post and assuring you of our hearty cooperation at all times.

A most interesting letter addressed to the chief naturalization examiner at St. Louis by Mr. Samuel I. Sievers, chairman citizenship instruction committee of Missouri Lodge, Independent Order of B'nai B'rith, shows that much intelligent study is being given the problem of preparation for citizenship, with the determination to extend this to all aliens by one means or another:

In a recent issue of the Globe-Democrat you were quoted as criticizing certain Americanization work among aliens which tended to take them away from the citizen-

ship classes conducted by the public schools. I desire to express my approval of your stand, and I am sure that everyone who has given the matter thought agrees with you. It may be of interest to you to know that Missouri Lodge, Independent Order of B'nai B'rith, has undertaken Americanization work among unnaturalized aliens of Jewish faith in St. Louis, and it has a naturalization committee at work.

The policy of the committee is to encourage the alien in every way to attend the citizenship classes in the public schools. However, where an unnaturalized alien is found, who from force of circumstances can not, or through ignorance or indifference will not, attend these classes, a member of the committee will be assigned to such alien to act as his "big brother American," and whose duty it will be by personal instruction to assist the alien in becoming a naturalized American citizen, appreciating its privileges and assuming its responsibilities. The committee does not intend to do any class work whatsoever. There will be no competition or duplication of the work done in the public schools. In fact, we believe that after some preliminary work it will be possible to persuade many of the aliens to attend these classes. * * *

While I believe that this plan is new in the field of Americanization work, it is not intended to be final, and we would welcome any suggestion that may enable us to do our part in helping to solve the great problem before the United States to-day, "The Americanization of the alien."

So many agencies are interesting themselves in Americanization work that space will not permit the mention of them all, but the cooperation offered and the assistance rendered to the public schools is proving of great worth. These organizations are finding a fruitful field of endeavor all over the country, and an itemized report of the support given by these bodies of men, women, and children would make most interesting reading and furnish suggestions for those not yet engaged in this particular work.

The Y. M. C. A., with its special appeal to men and its ready adaptability to existing conditions, is in many places giving hearty support to the Federal plan for Americanization and helping to place citizenship instruction on a most substantial basis by cooperating with the public schools in making this phase of education a permanent part of the school program. This is especially true in Chicago, Ill.; Milwaukee, Wis.; Butte, Mont.; Rochester, N. Y.; Spokane and Tacoma, Wash.; and many other cities and communities where the Y. M. C. A. officials "recognize the public schools as the place where citizenship training should be conducted, and they propose now to do only such citizenship training work as the Government and the public schools are not prepared to do." The Y. M. C. A. of the Colorado Fuel & Iron Co., operating at various points in Colorado, also takes this stand, and is supplementing the public schools most capably and doing a splendid piece of constructive Americanization work. In Raymond, Wash., there is fine cooperation between the association, the Loyal Legion of Loggers and Lumbermen, and the public schools. A letter from Mr. Fred Brooke, Y. M. C. A. secretary, reports:

These classes are meeting in one of the city school buildings and four of the local teachers are handling the major part of the work. There are also three volunteer assistants.

A systematic canvass being made of all the mills and the city is not yet completed. We aim to get every foreigner in the place. (Many native Americans need the work also.) This morning I came across a pool hall frequented by Italians. Found 20 who would like to learn the language and become citizens but were shy about going to the public school, so I arranged to hold two classes a week in the hall, the proprietor being one anxious to learn. He had tried for his second papers several times but had failed to pass.

We have decided to have some of the foreign-born leaders serve on the committee. They are now helping to put the work across. In fact, the success already attained belongs in a large measure to them.

In Woonsocket, R. I., there is close cooperation between the Y. M. C. A. and the public schools. There are many foreign-born being served by the classes and more are expected in the future. Mr. James MacIlwain, industrial secretary of the Y. M. C. A., writes:

In 1917 there were over 2,000 men who took out first papers in this city, and up to date there has been less than 600 who have taken out second papers. Before laying out the work of looking up these men I would be glad to have help from your department. I will take care of the factories. At present the school superintendent speaks to our classes on some subjects, sanctions our work, and thinks it is done well.

My idea is to catch all these men who are about to become citizens and inject good Americanism into them as they are going through, and learning the questions and answers usually asked by the examiner of naturalization isn't all they get while going through the citizenship school. I try to make it all the name implies. Interest is kept up by the methods used. Snappy or dynamic they might be called. Liberty, law and order, democracy, and responsibility of citizens are explained quite thoroughly.

That this is successfully carried out is the testimony of the local naturalization examiner who reports:

The work that has been done by the Y. M. C. A. under the supervision of the public schools is marvelous. I examined 462 men in Woonsocket and they could answer any question asked. The Y. M. C. A. is going to send out invitations to 4,000 holders of first papers in the Woonsocket district to file their second papers.

The wisdom of the congressional provision that citizenship instruction should be given under the auspices of the public schools is vouched for, following practical experience, by the executive secretary of the Americanization department, Y. M. C. A., Chicago, Ill., Mr. Abraham Bowers, who stated in a talk with the chief naturalization examiner at that point that the organization reached a greater number of people by recommending attendance at the public schools than by conducting classes of their own and that therefore they were showing greater results than when the classes were conducted by the Y. M. C. A. In a letter written in February, Mr. Bowers states the case as follows:

In the winter and spring of 1918 we began encouraging foreign-speaking men in industries to attend the English and citizenship classes in the public evening schools. It was not long until we found that our Chicago association could render more service and make a contact as effective while securing the attendance at the public evening schools as in conducting classes in English and citizenship under our own auspices and with our own teachers. From that time forward throughout the entire city we have been most cheerfully urging men in the industries to attend the public evening schools, both for the vocational education and for the English classes. We have found that in doing this we can assist in setting up a type of shop committee to promote this attendance that is more serviceable to the industry as a piece of industrial work, and to the employees, than almost anything else that we can do in the industry.

A fine spirit of cooperation is indicated by the following paragraph from a letter written by Mr. H. E. Blackmar, superintendent of schools of Ottumwa, Iowa:

With the cooperation of Mr. Dalzell of the Y. M. C. A., Mr. Densbrink of the local Federation of Labor, and representatives of several interested organizations, we are making an effort to give instruction to candidates for citizenship. The work will be conducted in a convenient room belonging to the city schools.

The work at Grand Rapids, Mich., has been greatly assisted by the Y. M. C. A. through Mr. R. M. DeWitt, industrial educational secretary, conducting welfare work in 42 factories, with Americanization as a prominent feature.

The position of the National League of Women Voters, into which the National American Woman Suffrage Association has grown, is

stated in these words by the chairman of the American citizenship committee:

> We have won our fight, and we are now ready to put our whole force into citizenship work.

The leaders of the organization have informed themselves of the educational work being promoted by this division through public schools throughout the country and are lending their support in a most efficient manner in many localities. At its convention held in Chicago, February 12–18, 1920, the American citizenship committee of the National League of Women Voters heartily indorsed the policy of the division.

Advice is being received from different points as to the work being accomplished, both for native-born and foreign-born women, in preparation for the responsibility of the ballot. One Americanization chairman states that the public schools and school centers are being used exclusively because they offer the easiest method of reaching the non-English-speaking people. A branch of the league has carried on a model class for the training of teachers to teach civics and history to men and women preparing for naturalization. The members of the league financed this work and have paid experts in order to make it a complete success.

This is a very important and a most fruitful field of endeavor for such an active organization as the league, and has a most interesting future.

Women's clubs have always been active agents for the improvement of conditions in their immediate localities, and in various places have been of great assistance in this particular work by creating for foreign-born women an American atmosphere. Local and State clubs have indorsed the work of the division in promoting educational facilities for candidates for citizenship through the public schools.

Practical work by individual women was stimulated during the past year by one of the State federations offering gold and silver medals to the women who did the most locally for the cause of Americanization. This included work done in any or all of the following lines:

1. In making a local survey.
2. In establishing English and citizenship classes in cooperation with the Bureau of Naturalization and the public schools.
3. In placing in these classes all foreign and native born in need of such instruction.
4. In encouraging the establishment of classes in vocational training and domestic science, and the attendance therein.
5. In cultivating a more friendly relation with the foreign-born woman.
6. In disseminating a better knowledge of civic and political questions among both foreign and native born women.
7. In lessening the percentage of illiteracy.

In order that the work might be judged equitably, the report was to be embodied in a paper entitled, "The Problem and How Met." The winner of the gold medal had taught a class of Mexicans gratis for a period of several months. She had given five afternoons a week to the work and had gained the confidence of the mothers to such an extent that she was being invited to their homes and to weddings. A local club had furnished a school room used by the Mexican children of the town. One member, a physician, did wonders with the foreign born of her city, but was, as she expressed it, "too busy doing to find time to report."

As the result of an earnest desire to standardize and unify the serious work of women's clubs throughout the country, resolutions and an outline of policy were drawn up and adopted by the General Federation of Women's Clubs at the annual session at Des Moines, Iowa, in June, 1920.

The Philomusian Club and the Civic Club of Philadelphia have been most helpful to the public schools in providing for impressive and interesting programs at the time of the graduation and presentation of certificates. The cooperation of the City Club and of various industrial firms is also noted.

THE LOYAL LEGION OF LOGGERS AND LUMBERMEN.

During the war great difficulty was experienced in getting out spruce from the northwest woods for use in aeroplane production. So much opposition was encountered from those who endeavored to obstruct the Government in its successful prosecution of the war that it became necessary to organize patriotic employers and employees of the logging and lumbering industry to combat this menace. Thus, with the cooperation of the War Department, the Loyal Legion of Loggers and Lumbermen came into being. Primarily established to promote unity of interest and efficiency in the rapidity of output to help to win the war, the organization was found to be of such great value to both employer and employee that it was continued as mutually beneficial after hostilities ceased.

The 4L organization, as it is commonly called, requires all its members to be American citizens or to have declared their intention to become such. Its territory includes the States of Washington, Oregon, Idaho, and Montana, throughout which approximately 500 locals have been organized.

In July, 1919, Mr. P. L. Abbey, the secretary-manager of the 4L's, wrote to the division asking for assistance in facilitating the naturalization of foreign-born 4L members. Mr. Abbey forwarded a list of secretaries of all 4L locals in order that whatever assistance was given might be offered directly. As an outgrowth of this request each 4L local secretary was informed of what the division could offer to aid candidates in establishing classes for their citizenship education and in making out their naturalization papers. The establishment of such classes, in cooperation with the county or city superintendent of schools, was urged wherever an organized local existed. The response from the secretaries and public-school officials has been most encouraging and many locals have provided facilities by which instruction in English and citizenship for their foreign-born members has been freely available. The Americanization committees appointed have been very helpful, the division supplying each member of the committee with a syllabus of the naturalization law, sample copies of preliminary naturalization forms, and a set of instructions for filling them out in order that each member might be able to give practical assistance.

In the larger cities and towns the members of the locals are encouraged to attend the public-school classes already established. In the smaller places and isolated camps where it has scarcely ever been possible to secure the services of a public-school teacher, qualified members of the Loyal Legion have themselves conducted classes in cooperation with school officials. They have been supplied with the

textbooks and other material by this division, including certificates of proficiency and certificates of graduation.

Among the aids which the division prepared especially for foreign-born loggers and lumbermen, is a vocabulary of logging and lumbering terms in the form of a loose-leaf addition to the Federal Citizenship Textbook. While the business of the northwest woods was responsible for the preparation of this list of pertinent terms, it has also been put into use by logging and lumbering classes in other sections of the country.

The Ladies' Loyal Legion, or the 3L's, which works hand in hand with the 4L's, has for one of its main objects the promotion of educational advantages of its members. Plans for classes and study programs have been made, and that organization is accomplishing much in the way of community service. A contact is being established by the division with this organization in cooperation with the public schools and the 4L's in order that these activities may be extended to the women that they may have the benefit of citizenship training.

Special mention may be made of educational activities in Oregon where the extension division of the University of Oregon, the University School of Music, and the high schools are providing splendid material for the 4L's. They offer both instructors for classes and entertainers, in cooperation with local talent, for special programs. This division has kept in touch with the extension departments of the universities in these activities both from the central office at Washington and from the naturalization offices at Seattle and Portland.

The public libraries of Washington and Oregon are making a special effort to reach all sections of their respective States and the lumber camps are taking advantage of their service. Increasing numbers of books are available for the foreign born; books of all classes, including technical publications that deal with the logging and lumbering business.

There are many instances of the fine spirit of cooperation manifested by 4L Locals in taking charge of the citizenship education work for their members and their harmonious relations with the public schools. Mr. George T. Crockett, county superintendent of schools of Kitsap County, Wash., called a conference at Port Gamble with the local secretaries of the 4L's to discuss plans for putting the naturalization program to work. At Raymond, Wash., the citizenship classes received the support not only of the public schools but also of the leading civic, fraternal, and other organizations of the city. Some of the classes were held in the barracks of the Willapa Lumber Co., some in the Ellis School, and some in the Y. M. C. A. building. Mr. Fred Brooke, general secretary of the Y. M. C. A., reported: "The success of the work was due to the [Americanization] committee, Alfred McCampbell, of the Willapa Lumber Co., chairman. They gave very freely of their time and ability in putting the job across."

Other instances of good work are given in the following quotations from letters:

Mr. Carl G. Lindahl, secretary 4L Local No. 66, Monroe, Wash.:

I wish to inform you that the 4L local at this operation has been discontinued, but that the classes in citizenship training are being kept regularly every Thursday evening, under the supervision of the principal of the local school * * *. The students are progressing nicely and take very much interest in their studies * * *. We

are planning to have our graduation exercises in July, though no definite date as yet has been set.

Mr. J. G. Benchley, secretary of 4L Local No. 54, Hope, Idaho:

Have procured the principal of our district for instructor. Will you kindly send 15 textbooks and two Teacher's Manuals, one of which I would like for my own use, as it is possible that the instructor might be absent occasionally. We have a fine room furnished by our village trustees.

The fine spirit of patriotism on the part of the teachers and appreciation of the importance of citizenship training are shown by the following:

Mr. E. S. Walker, secretary 4L Local No. 62, Woodinville, Wash.:

Attached you will find a requisition for supplies. I wish to say that our local has a very few that are not citizens, and those that are not have applied for citizenship. We have in our locality an Italian section crew who desire instruction. The writer has presented your offer to them and our local feels obliged to assist in this work even if the work is outside of our membership. The writer will agree to instruct or assist in this work. At any rate some of us will help carry on.

Mr. P. J. Pedersen, secretary of 4L Local No. 75, Walville, Wash.:

Since the teachers are volunteering their service and not receiving any compensation for it, we recommend that each of them be given a letter of thanks from the Bureau of Naturalization, to show appreciation for the teachers' services in helping to Americanize the foreigners.

SPECIAL WORK FOR WOMEN.

The responsibility of the citizen to share in the making of the laws, in the choosing of the legislative, judicial, and administrative officers, and in making and keeping this country the best in which to live, hereafter will rest equally upon every woman citizen as it now rests upon every voter.

The preparation of foreign-born women for the proper exercise of the franchise in America is a problem. There are shining examples of ambitious women, mothers of children, who have made it their business to get the information necessary to make of themselves good citizens. For the majority, however, it is necessary to adapt the instruction and the hours of meeting to the convenience of the students, and much English is being taught incidentally where women meet for instruction in sewing, nursing, cooking, or child feeding, or where they are brought together informally for social purposes primarily. This is a branch of the educational work in which women of wisdom and tact, whether as members of organizations or as individuals, can give and are giving to the public schools most valuable support. Personal contact with native Americans is needed by these women and the actual use of our language is necessary to its mastery.

Circumstance and local public sentiment have much to do with the methods used. One town has a regular system of women's home classes with volunteer teachers working all the time under the supervision of the director of Americanization committee in cooperation with the regular night-school committee which furnishes part of the supplies. In another place the citizenship instructor finds time in addition to the regular classwork to enter the homes of the women and to be of real service to them. She conducts a class in the early morning, first in one home and then another, and has succeeded in arousing so much interest that the women go visiting with her on the days that she has her classes and take part in them.

The subject matter of the English lessons given women in this way should include fundamental facts in regard to the Government and institutions of America in order that the object sought, that of preparing for intelligent citizenship, may not be lost sight of. Every help possible should be given to these prospective citizens, and their interest aroused so that they will be eager to join classes giving closer attention and more detailed study to the subject of citizenship duties when they are sufficiently familiar with the language.

This problem is being given careful consideration, and the following extract from a letter from the director of the University of Arkansas extension division indicates the steps being taken there:

> The general extension division of the University of Arkansas is preparing a textbook on citizenship for women. This book will be written by Dr. D. Y. Thomas, of our department of history and political science, with the cooperation of the Arkansas League of Women. The general extension division will also offer a course in citizenship for women during the summer session of 1920.

This, of course, contemplates the instruction of native-born women so that they may realize their duty to vote and may be well equipped to do their duty; but it will serve also to bring to their attention the fact that newly made women citizens of foreign birth are in need of the same instruction, and to a greater extent.

The League of Women Voters is doing most excellent work which promises to influence and encourage to a very extensive degree the civic education of women of foreign birth. In various places the Woman's Suffrage Association, the Women's Christian Temperance Union, and clubs originally organized as social clubs are turning their attention to active civic work. The following extract from a report from Seattle indicates the naturalness of cooperation on the part of various bodies and individuals, all seeking the same object and each contributing its particular gift to the making of intelligent citizens:

> On June 13, 1919, I was invited to explain the Americanization work of the Bureau of Naturalization to the University of Washington Chapter of the D. A. R., of which Miss Bell Colson, 5529 Kenwood Place, Seattle, is chapter regent. The invitation grew out of a formal talk I gave at the Americanization conference called by the extension division of the University of Washington some weeks ago. About 15 young ladies were present, many of them having had teaching experience. I found they had already engaged in going to the homes of foreigners and teaching the foreigners' wives and that they were very anxious to cooperate with and receive the aid of the bureau. I suggested that if they desired to go into the homes of the foreigners who are applying for citizenship and teach the women who are unable to attend public-school classes as unpaid workers under the supervision of the public schools, this office would do all in its power to assist them so that they might be entitled to the use of the helps issued by the bureau. They were glad to avail themselves of the offer.
>
> Yesterday Miss Colson and Miss Seelye called at headquarters and I showed them how they can make an abstract of information desired by them from records kept by us in this office in the case of all petitioners filing papers in the Seattle courts on printed Form c14–18 and a form for a blank to be used by them was drawn which they will mimeograph. They will furnish this office with a copy of the data secured, thus giving us an insight into the environment of applicants for citizenship which we have not heretofore had, which I think will have a certain value. * * * Later on I shall try to get the ladies in touch with the local public schools.

From Glendale, Ariz., comes the following account of the work of women for women, which is of a most friendly character and bound to succeed in promoting genuine Americanization:

> Glendale is most fortunate in having a trained leader at work, Miss Elsie Elliott. Under the auspices of the Women's Club, which gives the use of its comfortable clubhouse to the Americanization committee, part-time classes in English are flourishing.

A weekly social evening for the Mexican people is observed and an occasional program of general interest is carried out. One of these programs was given for the relief of the sufferers from the recent earthquake in Mexico. Early in February a Latin-American concert was presented under the auspices of the Americanization committee, the proceeds to be used for the maintenance of the work, which is privately financed. English classes are held each Monday and Thursday evening. A class in home nursing is also conducted for Mexican women.

Miss Elliott expects to have provision made for night school classes by the public-school authorities by next fall.

An instance of educational work for women as a natural outgrowth of the activities of women's clubs comes from Maine in a letter from Mrs. Jennie Bodge Johnson, chairman, Maine Federation of Women's Clubs. Her work is among the Danish and Swedish women in Westbrook, and she states that if women are to have the ballot it is high time to help the women who are outside of literary clubs.

She says: "They are bright, wholesome, normal women—good mothers, fine housekeepers, and *have children*."

One way in which women's organizations are generously helping on the good citizenship work is by providing funds for the payment of public-school teachers where no public funds have as yet been set aside for the purpose. The retiring woman's committee of the Council of National Defense of the State of Arkansas donated $900, the fund remaining in the treasury at the end of their administration, for night-school work under the administration of the finance committee of the illiteracy commission, and the Federation of Women's Clubs has promised $2,500 for the same purpose.

The Federation of Women's Clubs in Oklahoma is working in cooperation with this division through their department of Americanization. Gold and silver medals are being offered for the best work done by club women in interesting foreign born in citizenship classes and seeing that these classes are established by school officials.

Dr. S. E. Weber, superintendent of the Scranton, Pa., public schools, sends this interesting history of a most remarkable foreign-born mother who, although charged with the care of eight children, all under 16 years of age, found time to attend the Americanization classes on four evenings a week for two years, commencing in October, 1918, without missing a single session of school. She was graduated on March 9, 1920.

Mrs. Marie Guerricci; 41 years of age. John Guerricci, husband of Marie Guerricci by trade a tailor. Mrs. Guerricci has been in this country 15 years, while her husband has been here 17 years. Children: Iolanda, 16, finished the seventh grade; Flora, 13, now in 7A grade; Dora, 11, now in 7B grade; Nora, 9, now in 5B grade; Cora, 7, now in 2B grade; John, jr., 5, now in kindergarten; Mary, 3; Irma, 8 months, born July 12, 1919. Mr. and Mrs. Guerricci were born in Rome, Italy. Mr. Guerricci received a good common-school education in Italy, but Mrs. Guerricci had reached only the fourth grade. Her great ambition is that her daughters shall become school-teachers, and her primary object in attending night school is that she might, in some measure, keep up with her daughters. Her children are Americans. As she has said herself, "I want to be American like them. Italy could never do for me and my children what America is doing. I would like to write to Washington to have night school all the year." Mrs. Guerricci attended the Garfield (No. 11) Evening School all of last year and this year without missing a night. Miss Margaret Durkin was her teacher.

It will be noted that Mrs. Guerricci gave birth to her youngest child during the period of her school work and that the second youngest child was a mere infant during that time. This case would seem to refute the argument that foreign-born mothers, while rearing children, can not attend night schools.

WORK WITH MEXICANS.

The educational work with Mexicans is being carried on in many places, but to a great extent lacks the encouragement of sincere appreciation which marks so much of the work with other nationalities. Many come over the border with the idea of remaining only a short time, and even if the rest of their days are spent in this country the idea persists and they retain the impression that they will eventually go back to Mexico or on to some other town; that there is, therefore, no advantage in exerting themselves to study English; and the result of this reasoning is that there is no desire whatever to become American citizens. This is true especially in the places close to the border line. In El Paso, the principal of the high school reports that three or four hundred Mexicans, including both women and men, are learning English in the two night schools. It is found advisable to emphasize the teaching of English, and the process of Americanization is natural and gradual. The industries in which they are employed, sugar-beet raising, for example, are such as to encourage their inclination to move from one place to another. From Garden City, Kans., the superintendent of schools writes: "The Mexican classes are well sustained despite the fact that there are many changes for which they are not responsible."

A group of 65 recently taken to Milwaukee were immediately invited to the public-school classes and are meeting three times a week. They are making excellent progress and through this association are getting proper ideas about our Government and its institutions.

More local communities than ever before are interesting themselves to provide educational facilities for the Mexicans and in this way help those who come to this country and give of their physical strength to its development to become an asset mentally and morally as well.

APPRECIATION OF CITIZENSHIP INSTRUCTION.

In spite of the many reasons that could be given by the foreign born for not attending, there is a remarkably fine response on their part to the appeal for them to join the classes where special instruction is given by people genuinely interested in aiding the foreign born to develop into the best type of American citizen.

They are interested in knowing how to become more closely allied with the community and national life; they are sincere in their desire to better the conditions under which they and their families live; and really desire to profit to the fullest extent by the step they have taken in choosing America as their permanent home. It is not the easy and natural thing to leave the land of one's birth and deliberately start a new life in a strange country. But the ambitions which prompted their coming are in very many instances of a high type and impel them to "carry on," with the result that the citizenship classes are well attended and the higher standards set by naturalization courts under the impulse of the administrative policy are being met, with a consequent improvement in the intelligence of the voting body.

Attendance up to the capacity of the teacher has been the rule in many communities. In no instance has it been found necessary to invoke the compulsion of the law to secure attendance. At the

suggestion of the school boards additional compensation due the instructors for holding extra sessions has been readily supplied by the student body. Sopris, Colo., is a particular instance of this spirit.

The possibilities for securing enrollments and the maximum attendance of adults through their children in the public schools have been pointed out in the correspondence and publications upon this work during the years this activity has been carried on. Many citizenship classes have members in them whose attendance was secured by their children. From Walton, N. Y., the superintendent of schools reports the organization of a class composed entirely of parents of Italian children attending the high school.

The following excerpt from a naturalization examiner's report serves well to illustrate the desire which is felt by prospective citizens:

> The hearing to-day showed that most of the applicants had made an earnest effort to obtain books and instruction. Practically all were farmers who had sought the instruction of the local country-school teacher without very much success. The candidate stated, in explanation of his failure to understand certain things, that the teacher did not understand them either. Three candidates had thus been assisted by a young girl of 17, teaching her first school on a permit and without a certificate, who had not planned to be a teacher but had been drafted by the county superintendent. The normal school class of the local high school attended the hearings in a body.

This carries also another message concerning the scarcity of teachers and a hint of preparation for the future in order that there may not be a repetition of this pathetic story of the blind leading the blind.

A worker in New Jersey, Gloucester County, writes:

> The men are anxious for the privileges of citizenship; they have already assumed many of the responsibilities belonging to it.

A letter to the chief naturalization examiner at San Francisco written by Miss May F. Boudinot, instructing a class at Arcata, Calif., includes the following paragraph:

> We have had encouragement in our first week of night school and expect a larger attendance soon. The men who can read are eager for the books in their own hands. Please send us a dozen more copies of the Student's Textbook

A young soldier living in Assumption, Ill., was naturalized on his honorable discharge from the Army and heard of a citizenship class being conducted in Taylorville. He requested permission for his father to attend, saying that he had tried several times to secure citizenship but had been denied because of his lack of knowledge of English and other subjects. He was assured that his father would be gladly welcomed to the class, as would any other men in similar circumstances who desired assistance in preparing for citizenship, regardless of where they lived. The young man immediately promised to bring his father to the class each meeting night.

The following is a copy of a letter received from Mr. Thomas Jalmenro, of Brooklyn, N. Y.:

> I am now attending evening school No. 45, Brooklyn. It is my intention to continue at school until I can speak, read, and write in English. I appreciate what this country is doing for me and I must improve myself so that my adopted country may benefit.

A man whose petition for citizenship had been continued five times because of insufficient knowledge of our Government, when asked if he meant to attend school regularly, eagerly promised to do so,

and regretted that the Government did not have a school long ago, so that he would not have had to go to the naturalization court five times unsuccessfully.

The following letter was received by a naturalization examiner from a prominent Los Angeles attorney, who recently received citizenship through naturalization:

After having taken the course in the naturalization school under the direction of Prof. Kelso, I desire to say that every prospective citizen should be compelled to get a school certificate. In founding these classes in 1914, as you did, you undoubtedly rendered a service to the country which is of very far-reaching effect.

In Concordia, Kans., actions speak louder than words, and Mr. Ira Mahaffey, who is clerk of the district court and also director of night school for aliens, and therefore enjoys a double contact with prospective citizens, reports as follows:

We have quite a number that are doing studying at home this winter, and there are two or three that are coming to my office and reciting to me, but not at a regular set time; they come when it is convenient for them, and I make it suit my plans * * * I have one young man just 21 years old who could not read or write three months ago and now he writes real well and can read some in the daily papers, and he is one of those that is a home student and comes to my office and recites to me whenever he can find time.

This same interest by clerks of courts has been manifested in various parts of the country, as at Pierce, Nebr., where Mr. O. B. Miller, clerk of the court, volunteered to organize and conduct a class, having been a teacher for a number of years. With his close relationship to the naturalization work, his influence is expected to reach a large number of aliens.

Mr. E. N. Giffin, principal of Java School, Walworth County, S. Dak., sends the following instances of genuine appreciation of the work that he is doing for the foreign born:

One of my pupils who is a man over 50 years of age said to me the other evening: "My, isn't it too bad they did not start this night school years ago; look at all I have missed." Another, a well-to-do farmer, said: "I have been in this country 31 years without being able to read or write the American language. Now I can read the letters from my brother's folks in Colorado, as well as my business letters. No, I would not have missed the evening school for anything." A merchant's wife who could not read or write now writes a neat plain hand and reads well enough to put up orders in the store from order slips. She is proud, but not more than I.

An instance of individual interest by school officials is illustrated by the action of the superintendent of schools at Tonasket, Wash., Mr. L. D. Burrus, who writes interestingly of his experience in giving individual instruction:

Mr. Schendell, of Tonasket, has been doing citizenship work under me for about six weeks. We are spending three hours a week in regular class work. I find him very earnest in his desire for knowledge along this line. I am wondering just when I am supposed to have him ready for examination. I enjoy this work very much and have several more that will begin soon.

In Lynn, Mass., where Mrs. Isabelle D. MacLean is city supervisor of Americanization, there is a large foreign population, and an extract from a letter received last November indicates the status of classroom work in the early part of the year:

In the evening high school we have eight classes of men and women studying for citizenship papers. All are adults—some are over 50 years of age—and all are especially pleased because "the kids" as they call the illiterate minors, have been placed in separate classes. At present the enrollment in these adult classes in evening school is 210. A number of the racial group leaders have come to these classes, and one of

them, an Italian, brought 20 of his race with him. The classes are carefully graded, and competent teachers, specially trained, are in charge.

At the General Electric Co.'s we have organized 13 classes that meet at the close of work two afternoons a week, in the various departments. The company pays the teachers, who are chosen from the best in our public-school system, and are carefully trained under my supervision. Other classes are being formed in this plant.

Mothers' classes meet in the kitchens of their homes and at the two community schools, where English, cooking, and sewing are taught. The civics committee of the women's clubs has been instrumental in having moving-picture machines placed in three of our large, modern schools.

Mrs. MacLean speaks of citizenship meetings at the Polish and Lithuanian naturalization clubs which were largely attended and for which the club presidents requested her to arrange speakers from the Naturalization Service at Boston. At her suggestion the division wrote personal letters to the various naturalization clubs, advising them of the assistance available to them through her office and through the public-school classes. In January Mrs. MacLean reported 31 classes of adults and 7 classes of illiterate minors. Examinations for naturalization were conducted by this service early in March, and the following extract is from a detailed report by Mrs. MacLean, to the chief naturalization examiner at Boston, of the results and indicating the value of the close cooperation in the attainment of real service to the foreign born:

Deductions: (*a*) I believe that examinations conducted as these have been, in accordance with the wishes of the Bureau of Naturalization officials and under the supervision of the representatives of the Government and of the school department, are bound to result in a raising of the standard of citizenship and the consequent abolition of many of the abuses and attempts at evasion of the naturalization laws.

(*b*) A combination written and oral examination, as given by your examiners, is practicable and even desirable, since it establishes a high standard and at the same time allows for the limitations of applicants who are handicapped by lack of facility in the use of written English.

(*c*) It seems to me that a much greater degree of efficiency would result if you would arrange to have the preliminary examination, now given at the Lynn post office, given at the same time that the examination in civics is held, right at the place of holding the class sessions. Thus your examiners would be saved one trip and your office saved expense. I hope that you will take up this matter with me in the near future, for I am desirous of carrying out your wishes to the letter.

(*d*) I have made it a point to ascertain the opinions of the men in regard to the method of examination and the consensus of their opinion is that the present plan is very satisfactory. Some of them did suggest combining the preliminary and civics examination, as mentioned in the foregoing paragraph. A few Italians and Greeks said that the written examination was "very hard." Other comments were: "A very fair examination"; "The best way to do it"; "A square deal"; "I'm glad to find out that I can pass a written examination. I left school 20 years ago"; etc.

(*e*) The men are especially appreciative of the service that we are receiving from your office in the rulings on cases requiring the personal attention of the chief examiner. When our office takes up such cases with you it saves the applicant time and money sometimes expended in unnecessary trips to the court at Boston.

The executive committee of the Lynn Americanization committee wishes me to inform you that plans are already under way to make the reception and presentation of certificates from the Government on the evening of May 19 one of the most impressive and dignified that our city has ever known. We hope that you will let nothing interfere with your being present as the guest of honor on that occasion so that the "New Americans" may receive their certificates from the official representative of the Government. We want you to give an address on some phase of citizenship. City officials and members of the various civic organizations will attend. Should anything arise to prevent your attending this event, please let me know at once so that we may arrange for another date convenient to you.

It will be necessary for me to have the certificates here in time to allow for the lettering of the names of the applicants, etc.

I wish to express to you my sincere appreciation of the many courtesies that I have received from your department and the efficient manner in which the examinations at Lynn were conducted by your representatives.

In another letter Mrs. MacLean indicates the cooperation which exists among interested agencies in Lynn:

Probably Mr. Crist has informed you that we are supervising a number of classes preparing for citizenship. The General Electric Co. is setting a splendid example for industrial concerns in its cooperation with the public-school department. We have 16 classes of men and women meeting twice weekly at the close of work. Four of these are "second paper" men preparing for the examination in civics. The company has transported all those of its employees wishing to file papers to and from the court at Salem, and we are planning to take another group next Saturday. In all our work we have received valuable assistance from Mr. Crist and from Chief Examiner James Farrell and M. Miles Dodge, of Boston.

In thus giving attention and help to the individuals and small classes, the division is by no means disposed to neglect the large centers of industry where many foreign born are employed.

Mr. E. F. Randall, director Kenosha (Wis.) Vocational School, reports in part:

I have more in my evening Americanization classes this year, but not as many in afternoon classes, due to the factories working so much overtime. I have 210 enrolled in the evening classes and 44 in the afternoon classes. I have a fine evening class of 32 members in a Greek orthodox church. We have three afternoon classes for women. Two classes meet in the homes. The members of one of the classes have got to the point of desiring to learn American cooking, and we opened a class in cooking for them last Wednesday in a near-by school building.

In this connection a letter from Mr. G. C. Minard, superintendent of schools of Arlington, Mass., is also interesting:

We have a small town with comparatively few foreigners in it. At the present we have one evening class for men and women connected with the evening school; also one class for men in a private house rented for the purpose. We have also five afternoon classes for women. These classes also meet in private homes, so distributed as to make for the greatest convenience of the patrons. The day school groups are very small, four or five being in attendance usually. The evening classes average 12. You see the work is largely individual, and is confined principally to the teaching of the English language. We do, of course, make an endeavor to get over some messages on good citizenship by little talks at intervals in the native language of the students. Although our work is on a small scale, as you see, it is proceeding with considerable enthusiasm on the part of all concerned.

Splendid work is being conducted in Grand Rapids, Mich., under the direction of Mr. Frank L. Dykema, executive secretary of the Americanization Society, in connection with a comprehensive plan for a higher standard of citizenship. This plan is being developed in close cooperation with the public schools, and includes organized efforts to encourage the exercises of the franchise by those already entitled to vote and instructing the school children in a concrete and impressive appreciation of the civic duties of citizens.

At Detroit, Mich., there was a continued interest in the Americanization problem on the part of many and various organizations, including racial groups, all of which were organized under the leadership of the Detroit Board of Commerce on a working basis under the name of "Detroit Americanization Conference," which adopted its constitution and by-laws on June 30, 1919. In this a field assistant gave generously of time and endeavor in the work of coordination. When the organization was accomplished, the secretary of the Americanization committee of the board of commerce, Miss Mary O'Donnell, wrote to the chief naturalization examiner at Chicago, as follows:

Permit me to take this opportunity to express the thanks of the Americanization committee of the Detroit Board of Commerce to the Naturalization Service of the United States Department of Labor for the splendid work accomplished in Detroit through its special representative, Mr. William J. Vavra. Attached to the constitution

and by-laws you will find a copy of the resolution presented at the last meeting and unanimously accepted by all present, extending the thanks of the entire conference to your service. A copy of this resolution has already been sent to the Naturalization Service at Washington.

The Detroit Americanization Conference has done much practical work since its organization. A beautifully illustrated manual was prepared to supplement the Student's Textbook furnished by this division for use in citizenship classes. A former examiner of this service, Mr. C. T. Thompson, has been employed as naturalization expert, assisting various companies employing the foreign-born. Classes have been graduated from the Cass Technical High School and the Eastern High School with presentation of the certificates of graduation and certificates of proficiency. Mr. Frederick S. De Galen is the supervisor of Americanization classes and works in close cooperation with the Detroit Americanization Conference. At the instance of the division he is planning to make use of the Boy Scouts for the delivery of invitations, with the reopening of the citizenship classes in the fall. One school is continued during the summer months, in a down-town section of the city. The Detroit Normal School is offering special courses to fit teachers for this work, courses including racial study, a history of Americanization, a study of the psychology of the adult illiterate, and a thorough course in methods of teaching English to adults. The plan of the superintendent of schools, Mr. Frank Cody, includes special classes for women which are supervised from the normal school.

Citizenship classes are very well organized and much good work is being accomplished at Bethlehem, Pa., where Mr. J. R. Mulligan, director of Americanization and education for the Bethlehem Steel Co., and Mr. J. Mark Frey, director of Americanization for Lehigh University and the public schools of Bethlehem, are in close cooperation.

Under the leadership of Dr. Louis Nusbaum, associate superintendent of public schools at Philadelphia, the evening classes are offering valuable assistance and citizenship instruction to the foreign-born of that city. The chief naturalization examiner reports an interesting visit to the classes in February, when, he says, "the students appeared unusually enthusiastic over their work and responded heartily when the writer invited questions from them as to citizenship privileges and responsibilities, American history, and civics. The teachers and students were particularly pleased at the prospect of receiving the graduation diploma." Philadelphia is one of the cities recognizing the desirability of continuing the citizenship classes throughout the summer, as it has done the past two years.

In Kansas City, Kans., Mr. I. B. Morgan, director continuation schools, has charge of the citizenship training of the community and is handling it admirably, adapting methods to meet conditions, and getting good results. This year has seen the inauguration of special work with women; in January Mr. Morgan reported 12 women doing special work in the homes of the non-English-speaking mothers.

As early in the year as November, Asst. Supt. John N. Greer, of Minneapolis Public Schools, reported as follows:

The evening school classes conducted within the schools have a total enrollment at this date of 4,903. The men's classes and eight industrial plants enrolled 225. In labor organizations we have an enrollment of 767; in foreign social centers 124. In the women's work we have made 371 visits in the homes. All these classes are increas-

ing daily, and we are planning our next term's work, which will begin December 29, so that all we have at present will be taken care of next term.

The Student's Textbook urges the formation of class organizations for the further advancement of the student body. A splendid development of this has found expression in the organization of the Washington Club, under the direction of Mr. Charles F. Adams, instructor in citizenship in San Francisco, Calif. The club is composed of members of the classes in citizenship of the Evening High School of Commerce, and its purpose is to afford the members an opportunity to promote the work of citizenship in a practical manner. Friday evening of each week is club night.

At the beginning of the last school year, Mr. E. C. Vermillion, now State director of Americanization for Ohio, was made director of Americanization in the Akron (Ohio) public schools. In October he wrote the division that the enrollment in the industrial and night schools was approximately 1,600 men and that he was particularly interested to have a definite plan for conducting examinations of those taking special courses for citizenship. This was effected through the local State office of this service. A letter from Mr. Vermillion written in March, making plans for the annual recognition day for the English classes and new citizens, mentions an enrollment of 3,000 men and women in the classes, besides 350 new citizens who had received naturalization papers during the year.

SPECIAL OCCASIONS.

The response of the foreign-born people to special efforts in their behalf is well shown by an incident reported by Prof. John R. Bell, of the Colorado State Teachers' College. He writes:

I had a very remarkable experience at Windsor last Saturday, when I went up to give my sixth lesson. We had obtained through the aid of the local committee the free use of the motion-picture theater and the men had been told to bring their wives and children to hear an illustrated lecture on our capital city. One hundred and fifty men, women, and children were present and their response to the presentation of American ideals could leave not the shadow of a doubt that there was growing up in the hearts of these men an increasing love for America and the ideals for which she stands.

Those of foreign birth who have become citizens seem very desirous of making those who have not yet declared their intention acquainted with the advantages to be derived from attendance upon public-school classes and with the assistance available through representatives of this service. An example of this tendency, ably guided to produce the best results by Mrs. Isabelle D. MacLean, supervisor of Americanization, is reported from Lynn, Mass., as follows:

We have had two largely attended citizenship meetings at the Polish and Lithuanian Naturalization Clubs. In both cases, by special request, Mr. M. Miles Dodge, of the Boston Naturalization Service, addressed the meetings. Similar meetings will be held by the Greeks and Italians.

The Americanization committee of Rochester, N. Y., in its desire to keep in touch with the newly made citizens, planned a splendid Washington's Birthday celebration. Citizens admitted during the past year and their families were guests of honor, and seats were reserved for them at the front. New citizens were seated on the platform and received their final citizenship papers as part of the program. The Rochester Historical Society had a part in the program, which

was a happy combination of music, ceremony, and fine addresses, the latter being given by Justice B. M. Stephens, of the Supreme Court, Mr. John Spargo, and Dr. Steiner.

A most interesting occasion was greatly enjoyed in Washington, D. C., when a musical evening was planned by the citizenship classes for their friends. Specimens of handiwork were requested from members of the classes, and in response a wonderful display was made of embroidery, lace, and drawn work, which proved most valuable as a point of contact. Introductions were unnecessary. The account continues:

> To the fortunate few who were enabled, on that rainy evening a few days ago, to see Armenian and American, Greek and Roumanian, French and Spanish women wandering from display to display, comparing stitches and generously admiring one another's work, finding somehow, in what might have been Babel, the words that made communication possible, it seemed that * * * one of the most potent factors for bringing people together on a common footing has hitherto been entirely lost sight of.

One splendid feature which is developing as a direct result of citizenship training is the recognition of the attainment of citizenship on the part of young Americans. Citizenship is commonly regarded too lightly, with too little respect to its meaning, too much as a matter of fact without regard for the responsibility which accompanies it and the privileges which it conveys. The dignified ceremonies which have accompanied the admission to citizenship of foreign-born adults have brought to the attention of the public the desirability of giving formal welcome also to the native-born who acquire civic rights upon coming of age. Communities are adopting the plan, or some modification of it, of having an annual citizenship day when every new voter who has acquired the right to vote within the past 12 months shall receive in dignified manner the responsibilities and duties of citizenship, at the same time being welcomed by the citizen body, which shall unite with the new citizens in pledging loyalty and allegiance to the country. Some such method of fostering the love of country taught in the public schools, and of impressing upon the minds of young citizens the importance of assuming their part in the conduct of the Government should go far toward improving the citizenship of the country through its individual members. It is to be hoped that this plan will find favor with many, and that the suggestion will be adopted by an ever-increasing number of communities.

GENERAL HINDRANCES.

As with all forward movements, there are obstacles to overcome in carrying on this work, and hindrances to its even progress. A plain statement of some of these may strengthen the attack for another year.

In a limited number of localities there is well-defined opposition on the part of a few foreign-born leaders. This is to be expected, but will gradually disappear, and indeed the enlightenment of these very leaders is being accomplished. Their attitude and actions are largely the result of ignorance, which may be dispelled by the earnest prosecution of this educational work.

Some slight opposition, but to no great extent, has been noted on the part of church officials, due more to misunderstanding than a real objection to the parishioners receiving instruction.

Shortage of teachers has handicapped some superintendents in their desire to give instruction in English and citizenship to foreign-born adults. This shortage has been keenly felt in the administration of day schools and naturally would make more difficult in certain communities the special instruction for foreign-born adults, which is not yet everywhere considered a part of the regular school program.

The problem of securing specially trained teachers continues to persist unsolved. Teaching the use of the English language to adults is entirely a different matter from teaching elementary subjects to children in day schools, and calls for different methods and a different background of knowledge and experience. A person would choose quite a different course of training if he were fitting to prepare foreign-born adults to assume the duties and responsibilities of citizenship than if he planned to teach children in the graded schools. The situation is being met by the introduction of special courses in normal schools and teacher-training colleges and universities, and by teachers' institutes and special work of university extension divisions. The general and special work thus offered is resulting in giving all teachers a clearer conception of the work of citizenship classes, and those especially interested in the subject an opportunity to fit themselves for this particular branch of public-school education.

Lack of funds is still an obstacle in some communities, but public sentiment favoring the responsibility of public-school officials for citizenship training is rapidly increasing and another year should witness less difficulty from this cause.

The activities of the division were greatly reduced as a consequence of the curtailment of the increase in the appropriation by $25,000 over the $50,000 lump appropriation for personal services in the District of Columbia which had been allowed for the year ended June 30, 1920.

Notwithstanding the persistent curtailment of new legitimate activities to carry out its specifically required responsibilities, the public demands coming to the division are such that it has never been able to meet them. It is, as a consequence, not aiding the lawfully constituted State authorities in promoting the organization of public schools to prepare candidates for admission to citizenship to the extent it should to accomplish what Congress evidently intended should be accomplished. It is earnestly recommended that adequate estimates be submitted for specific positions to carry on this work.

Respectfully submitted.

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